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 School
Number of pupils in school	434
Proportion (%) of Jersey Premium eligible pupils	29%
Academic year/years that our current Jersey Premium strategy plan covers	2026-2029
Date this statement was published	21st January 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Sam Cooper
Jersey Premium lead	Alexandra Wheaton and Natalie Andre-Brown

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£231,000
Total budget for this academic year	£231,000

Part A: Jersey Premium strategy plan

Statement of intent

At d'Auvergne Primary School, our Jersey Premium strategy is designed to reduce the impact of educational disadvantage and ensure all pupils are able to thrive academically, socially and emotionally. From 2025 onwards, our renewed strategy prioritises **Mathematics, Oracy and Writing**, alongside a strong commitment to **children's mental health and emotional wellbeing**, recognising that pupils learn best when they feel safe, confident and supported.

Our previous Jersey Premium strategy (2021–2025) has informed this next phase of development. Decisions around funding are rooted in a clear understanding of our pupils' needs, shaped by pupil voice, professional dialogue with colleagues across the Jersey Premium Schools Group, and evidence-based research, including guidance from the Education Endowment Foundation (EEF).

We recognise that pupils experiencing disadvantage may face barriers such as gaps in early language development, reduced confidence in mathematics, limited access to enriching experiences, and challenges linked to emotional regulation, wellbeing or self-belief. Our strategy is therefore focused on addressing these barriers through high-quality teaching, targeted support and a culture of high expectations for all.

The Jersey Premium strategy is fully aligned with our School Improvement Plan and embedded within whole-school practice. All staff understand their role in addressing disadvantage, ensuring that strategies benefit not only identified pupils, but strengthen provision for all learners. This inclusive approach ensures equity of access to learning, support and opportunity across the school.

Our approach balances:

- **High-quality teaching**, particularly in maths, oracy and writing
- **Professional development** to strengthen staff expertise
- **Resources and interventions** that enhance engagement and progress
- **Enrichment and wider experiences** that build cultural, social and emotional capital

We believe that strong oracy underpins success in writing, confident mathematical reasoning, and positive relationships. Equally, we recognise that pupils' mental health and emotional wellbeing are fundamental to attendance, engagement, resilience and academic achievement.

Our ultimate objectives are that:

- All pupils have equitable access to high-quality teaching and learning experiences, enabling attainment and progress at least in line with their peers.

- Pupils develop strong cultural, social and emotional capital that supports success in and beyond school.
- All pupils experience enrichment opportunities regardless of socio-economic background.
- By the time pupils leave d'Auvergne, there is no evidence that disadvantage has negatively affected their school experience, outcomes or future aspirations.

At d'Auvergne, we strive to prepare all children to be **'Fit for the Future'**, guided by our core values of respect for people, learning and property, and underpinned by strong, trusting relationships. We promote high aspirations, confident communication, rich vocabulary and growing independence, while encouraging pupils to respond positively to challenge.

As a school community, we actively promote positive mental health and wellbeing and work in partnership with families to build strong home-school relationships. Together, we aim to equip all pupils with the knowledge, skills and confidence needed to become successful lifelong learners and responsible citizens.

Challenges

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

Challenge number	Detail of challenge
1	**To develop Speech, Language and Communication Skills (Oracy).** Historically, many pupils enter the Early Years Foundation Stage with below-expected starting points in speech, language and communication, which can limit their ability to access learning across the curriculum. While previous Jersey Premium strategies have successfully addressed early reading and language development through initiatives such as WellComm and the implementation of Read Write Inc, ongoing challenges remain in ensuring that pupils develop strong Oracy skills as they progress through the school. Some pupils lack confidence in spoken language, struggle to articulate ideas clearly, and find it difficult to engage in purposeful talk, reasoning and discussion. We have above Island levels of MLL, as a result the team in Nursery and EYFS encourage the use of home language and support our MLL learners with Teddy Talk and other early interventions. These barriers can impact academic progress, particularly in reading comprehension, writing quality and mathematical reasoning, as well as pupils' confidence, wellbeing and ability to form positive relationships. Without continued focus, gaps in communication skills can persist, affecting pupils' engagement, self-belief and future life chances.
2	**To develop the passion for writing across the whole school** Across the school, a significant number of pupils, particularly those experiencing disadvantage, face ongoing challenges in developing strong writing skills. Many pupils struggle to translate ideas into coherent, structured written work, demonstrating weaknesses in sentence construction, vocabulary choice, grammar and writing stamina. These difficulties are often linked to gaps in oral language

	development, limited exposure to rich language experiences, and reduced confidence in expressing ideas. As a result, too few pupils consistently achieve age-related expectations or greater depth in writing, and progress from individual starting points can be uneven across year groups. In addition, some pupils report lower levels of enjoyment and confidence in writing, which can impact motivation, resilience and engagement with learning. Without a consistent, high-quality whole-school approach, these challenges risk limiting pupils' attainment in English and their ability to access the wider curriculum effectively.
3	**To continue to improve mathematics with a particular focus on arithmetic.** Assessment information, staff feedback and pupil voice indicate that a significant number of pupils, particularly those experiencing disadvantage, face challenges in developing secure arithmetic fluency. Many pupils lack the automaticity, flexibility and confidence needed to recall and apply number facts efficiently, which can hinder progress in wider mathematical learning, including problem solving and reasoning. Inconsistencies in arithmetic provision and routines across year groups have contributed to variable outcomes, with some pupils struggling to keep pace with age-related expectations. These difficulties can impact pupils' confidence, resilience and willingness to engage with mathematical challenge, particularly where gaps have persisted over time. Without a consistent, structured approach to embedding arithmetic fluency across the school, these barriers risk limiting pupils' attainment in mathematics and their ability to access the full curriculum effectively.
4	**To provide opportunities for enrichment /cultural capital** Some pupils, particularly those experiencing disadvantage, have a narrow range of wider world experiences, which can limit the background knowledge they draw upon to support academic learning. Reduced access to enrichment opportunities can impact pupils' motivation, aspiration and engagement, as well as their confidence in exploring new interests or challenges. Limited experiences beyond the classroom can also affect pupils' self-efficacy, social development and ability to see themselves as positive, active members of the wider community. In addition, many pupils have restricted access to extracurricular clubs or specialist provision due to financial barriers, meaning that musical, physical or theatrical talents may go unidentified or underdeveloped. Without deliberate action to broaden experiences and provide equitable access to enrichment, these barriers can contribute to gaps in confidence, wellbeing and long-term outcomes.

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
To develop Speech, Language and Communication Skills (Oracy).	By strengthening Oracy across the school, d'Auvergne Primary School aims to ensure that all pupils develop the confidence and skills to express ideas clearly, listen attentively and engage purposefully in learning. Improved spoken language will support deeper understanding across the curriculum. A consistent focus on Oracy will help reduce the impact of educational disadvantage by closing gaps in vocabulary and language exposure, ensuring

	that background does not limit achievement. As pupils become more confident communicators, they will demonstrate improved self-esteem, emotional regulation and positive relationships, contributing to stronger wellbeing and behaviour. Pupils will increasingly participate in discussion, justify their thinking using subject-specific vocabulary and collaborate respectfully with others. Success will be evident through improved attainment, positive pupil voice outcomes related to confidence and belonging, increased participation in classroom talk by all pupils, and staff reporting greater consistency and quality in spoken language opportunities across the curriculum.
To develop the passion for writing across the whole school	By embedding the principles of Talk for Writing across the school, d'Auvergne Primary School aims to develop confident, motivated writers who enjoy expressing ideas and see writing as a meaningful and purposeful form of communication. Through a strong emphasis on oral rehearsal, shared language, imitation and creativity, pupils will be better able to organise ideas, develop a clear authorial voice and write with increasing accuracy, stamina and confidence. A positive relationship with writing will support pupils' emotional wellbeing, reduce anxiety for reluctant writers and encourage resilience, reflection and pride in their work. As writing becomes embedded across the curriculum, pupils will increasingly apply their skills in a range of subjects, strengthening outcomes beyond English. Success will be evident through increased pupil enjoyment and confidence in writing, improved quality and consistency of written work, higher proportions of pupils achieving age-related expectations and greater depth, and the vast majority of pupils making strong progress from their individual starting points. Pupil voice, work scrutiny and assessment outcomes will demonstrate that writing is valued, purposeful and inclusive for all learners.
To continue to improve mathematics with a particular focus on arithmetic.	By strengthening arithmetic across the school, d'Auvergne Primary School aims to ensure that all pupils develop secure number knowledge, fluency and confidence in the four operations, recognising arithmetic as the foundation of all mathematical learning. Improved automaticity and flexibility in calculation will enable pupils to access place value, fractions, measures and problem-solving with greater accuracy and efficiency, reducing cognitive load and allowing greater focus on mathematical reasoning and decision-making. A consistent emphasis on arithmetic will support pupils' confidence, resilience and independence, enabling them to check their work, apply skills across the curriculum and make meaningful connections to real-life contexts. Success will be evident through improved attainment and progress in mathematics, increased proportions of pupils working at or above age-related expectations, positive pupil voice outcomes reflecting confidence and enjoyment in mathematics, and consistent, high-quality arithmetic practice embedded across all year groups. The vast majority of pupils will make strong progress from their starting points, demonstrating that secure arithmetic underpins wider mathematical success.
To provide opportunities for enrichment /cultural capital	Through a carefully planned programme of enrichment, d'Auvergne Primary School aims to ensure that all pupils have equitable access to high-quality experiences that broaden horizons, deepen understanding of the world and enhance engagement with learning. Opportunities such as visits to local heritage centres across the Island, participation in Forest School, learning with

	a Storyteller in Residence that extends learning beyond the classroom, and Year 6 pupils accessing the John Muir Award at the start of the academic year, will enable pupils to develop richer background knowledge, vocabulary and curiosity. These experiences will support pupils' confidence, wellbeing and sense of identity, while strengthening social skills, teamwork and respect for the environment and community. Cultural capital gained through enrichment will enhance pupils' ability to make meaningful connections across the curriculum, raising aspiration and supporting academic attainment. Success will be evident through increased participation in enrichment activities, positive pupil voice reflecting enjoyment, confidence and belonging, improved engagement in learning, and pupils demonstrating the knowledge, attitudes and behaviours of active, respectful members of the school and wider community.

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: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
JP Admin (£7,000) One day a week	With almost a third of our pupils being eligible for Jersey Premium, it is incredibly important that the management of staff, resources and time is 'ring fenced' and secure. This will enable The Jersey Premium Lead to support staff when receiving CPD/work on developing their subjects/support peers/observe colleagues delivering their subjects/collect and collate pupil and family voice. The Jersey Premium Lead will support for smaller groups of Jersey Premium Pupils who are highlighted in Pupil Progress Meetings (PPM) and Pupil Need Meetings. This time will also be used by the Jersey Premium Lead to research best practice, work with other schools who have high numbers or JP Pupils and arrange enrichment opportunities.	1,2,3,4
Maker Space (STEM) Enrichment Experience (£34,000)	Improving cultural capital while actively promoting engagement in STEM (science, technology, engineering and mathematics), particularly amongst girls, is a central focus at d'Auvergne Primary School. Carefully planned enrichment activities provide pupils with rich, real-life contexts for learning that spark curiosity, raise aspiration and broaden horizons beyond the traditional classroom. These experiences enable children to explore talents, interests and potential career pathways, particularly in areas where participation may traditionally be limited, supporting confidence, ambition and self-belief. Enrichment also strengthens curriculum learning by making abstract concepts meaningful and relevant, while developing collaboration, problem-solving and creativity. The model further benefits staff by enabling specialist-led teaching, allowing class teachers time to refine planning and provision, work with targeted groups, engage in professional development and support colleagues through subject leadership, ensuring high-quality and sustainable provision across the school.	1, 3, 4
Specialist teaching of sport	Every class at d'Auvergne Primary School has access to high-quality Physical Literacy sessions delivered by trained sports coaches and support staff, ensuring all pupils develop strong fundamental	1,4

(£50,000)	movement skills, confidence and enjoyment in physical activity. This provision is further enhanced through access to specialist practitioners, including strength and conditioning coaches, netball coaches, professional rugby players, dance instructors and swimming coaches, enabling pupils to experience a broad and inspiring range of physical activities. In line with our commitment to being 'Fit for the Future', we place high value on pupils being physically active, healthy and confident, and we actively seek to provide as many opportunities as possible for children to discover and develop sporting interests. We take pride in being one of the most engaged primary schools in the Island, consistently participating in a wide range of sporting opportunities offered through Jersey Sport and other external providers. Research indicates that strong physical health is closely linked to positive mental health and wellbeing, and this provision supports pupils' resilience, self-esteem and readiness to learn, contributing positively to both their academic success and overall development.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the levels of children achieving 'age related expectations' or above in writing. (£10,000) Talk for Writing - Phase 1	Writing continues to be an area of development for pupils across d'Auvergne Primary School, from those achieving the Early Learning Goals through to pupils at the end of Key Stage 2. Assessment information from Summer 2025 indicates that, on average, 50% of Jersey Premium pupils were working at secure or above in writing, with variation across year groups, ranging from 67% in Year 5 to 22% in Reception. While previous strategies have strengthened subject leadership, increased opportunities for writing across the curriculum and provided targeted intervention through a writing specialist, outcomes remain inconsistent. As a result, the school is now moving to a Talk for Writing approach to further develop staff knowledge, confidence and pedagogical consistency in the teaching of writing. This approach will strengthen the link between spoken language and writing, ensure greater clarity and structure in writing instruction, and support staff to deliver high-quality, explicit teaching that enables pupils to plan, rehearse and refine their writing effectively. By embedding Talk for Writing across the school, we aim to secure more consistent progress, raise attainment—particularly for Jersey Premium pupils—and develop confident, motivated writers.	1,2,3,4
Voice 21 – Oracy *Storyteller in Residence*	Having historic data that demonstrates our pupils starting points for communication and language is below 'age related' it is incredibly important that there is a focus on developing early language and speech skills. The average impact of Oral language interventions is approximately	1,2,3,4

(£20,000) *Love Theatre (£5,000)*	six months' progress over the course of a year, this is evident in the support we receive from SALT as well as our in house WELLCOMM team. With the introduction (last year) of our Storyteller In Residence, alongside the provision from Love Theatre, we hope to improve not only the children's Oracy but also their initial love for the verbal story, that they will then transfer to their later learning, promoting improved engagement in reading materials and opportunities to write.	

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils' physical/mental wellbeing and character development John Muir (£7,000) Therapeutic Art Practitioner (£6,000)	EEF research highlights that wider strategies, including enrichment and outdoor learning experiences, can play an important role in improving pupils' engagement, wellbeing and behaviour, particularly when they are carefully planned and linked to pupils' needs. At d'Auvergne Primary School, enrichment activities are used to provide pupils with meaningful contexts for learning and to stimulate curiosity and interest. Enabling pupils at the beginning of their Year 6 journey to explore the Island of Jersey supports the development of strong relationships with peers and class teachers, promotes emotional wellbeing and helps to reduce anxiety during a key transition year. Over the past four years, this approach has contributed to improved behaviour, stronger engagement with learning and increased participation in local, charity-based activities that encourage pupils to explore and value their local environment both during the experience and beyond. By strengthening pupils' sense of belonging, confidence and connection to their community, this enrichment provision supports positive attitudes to learning and creates conditions that enable pupils, particularly those experiencing disadvantage, to succeed academically and socially. Many of our children present with identified or emerging needs relating to Social, Emotional and Mental Health (SEMH). These needs can present as difficulties with emotional regulation, resilience, relationships, self-esteem and engagement with learning. In order to proactively address and support these needs, we have appointed a Therapeutic Art Practitioner who works with pupils from Reception to Year 6. This provision is delivered through a combination of small group interventions, whole-class sessions and targeted one-to-one support, depending on level of need. The therapeutic art approach provides children with a safe and structured means of expression, supporting emotional literacy, self-regulation and reflective thinking. It enables pupils to process	1,2,4

	experiences in a non-threatening way and helps remove barriers to learning that stem from emotional distress or dysregulation. This provision forms part of our graduated response to SEMH needs and contributes to improved engagement, wellbeing and readiness to learn across the school.	
Music project DeCapo (£12,000) *Specialist Music Teacher* (£71,000)	EEF research indicates that arts participation, including music, can have a positive impact on pupils' academic outcomes, behaviour and wellbeing, particularly when delivered consistently and inclusively as part of a wider school strategy. Since launching the Music Project midway through last year, in partnership with a specialist music teacher, d'Auvergne Primary School has observed that the majority of pupils accessing extra-curricular music opportunities demonstrate sustained improvements in their learning dispositions, including increased resilience, improved commitment to task and more positive, cooperative behaviours with peers and staff. Pupils involved in the project are generally more confident, engaged and display a greater sense of wellbeing and belonging within the school community. In addition, younger pupils who are awaiting access to this provision show high levels of curiosity and motivation, and pupils' overall knowledge and understanding of the music curriculum has increased significantly. In line with EEF guidance on wider strategies, this provision supports pupils' social and emotional development, strengthens engagement with learning and contributes to positive attitudes that underpin long-term academic success, particularly for pupils experiencing disadvantage. All of our children from Year 1 to Year 6 access weekly music lessons where they are all learning instruments as well as singing, composing and following the Jersey Music Curriculum.	1,4
Hardship Fund (£9,000)	EEF research highlights that wider strategies which remove practical and financial barriers can play an important role in improving pupils' engagement, attendance, wellbeing and readiness to learn, particularly for those experiencing disadvantage. At d'Auvergne Primary School, funded and subsidised opportunities are used strategically to ensure that all pupils and families can fully access school life and learning opportunities. This includes support for pupils to take laptops home, access Breakfast Club and After School Club, contribute towards residential experiences, and receive snacks or essential resources where needed. By reducing barriers linked to cost, access and circumstance, pupils are better able to engage consistently with learning, develop independence and maintain positive routines. This support also strengthens pupils' sense of inclusion and belonging, reduces anxiety for families, and ensures that disadvantage does not limit participation or opportunity. In line with EEF guidance, these measures create the conditions for pupils to benefit more fully from high-quality teaching and enrichment, supporting improved wellbeing, engagement and long-term outcomes.	4

Total budgeted cost: £ *231,000*

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 2023 to 2024 academic year.

Project and Rationale **Teaching**	Impact
JP Admin (£25k) One day a week With over a quarter of our pupils being eligible for Jersey Premium, it is incredibly important that the management of staff, resources and time is 'ring fenced' and secure. This will enable members of the general staff to be covered by the Deputy Head Teacher (DHT) to receive CPD/work on developing their subjects/support peers/observe colleagues delivering their subjects/collect and collate pupil and family voice. The DHT will provide quality teaching during these sessions, as well as support for smaller groups of Jersey Premium Pupils who are highlighted in Pupil Progress Meetings (PPM). This time will also be used by the DHT to research best practice, work with other schools who have high numbers or JP Pupils and arrange enrichment opportunities.	In order to best support both pupil outcomes and staff development, and to strengthen the quality of high-quality first teaching for Jersey Premium pupils, the Deputy Head Teacher will work alongside an experienced member of the Senior Leadership Team to establish a dedicated Jersey Premium Team. This collaborative leadership approach will ensure that best practice is consistently implemented, evidence-informed decision-making is embedded, and support for disadvantaged pupils is strategically planned and monitored. The Jersey Premium Team will enhance staff understanding of effective strategies, improve coherence across interventions and classroom practice, and ensure robust evaluation of impact. As a result, pupils will benefit from more targeted, consistent and responsive provision, while staff will gain increased confidence, clarity and shared accountability in addressing educational disadvantage across the school.
Maker Space (STEM) Enrichment Experience (£33k) Improving cultural capital, while promoting STEM (Science, technology, engineering and maths) amongst girls, is a central focus for d'Auvergne. Enrichment activities offer children a rich context for learning a stimulus to trigger their interests. This	For the past five years, our STEM specialist has focused on strengthening STEM provision across the school while also delivering high-quality CPD to staff. Moving forward, it has been identified that greater impact will be achieved by withdrawing this CPD model and instead providing teachers with additional time to refine and strengthen curriculum design within their subject leadership areas, further enriching the curriculum and

offers our children the chance to explore skills and opportunities outside of the usual 'academic classroom'. Staff benefit from their class being taught by a specialist teacher, while they are given time to improve planning and provision, work with small groups, receive CPD, support their colleagues throughout the school when leading a subject.	ensuring sustainability. The high-quality 'final products' created at the end of each half term give pupils a strong sense of pride and purpose, while reinforcing curriculum and topical learning in meaningful contexts. Feedback from pupils and parents consistently highlights that participation in these enrichment opportunities has led to raised aspirations and increased engagement, with access to the Maker Space remaining a key highlight of the school week. This provision now includes Key Stage 1 pupils (from Year 2) as well as all of Key Stage 2, ensuring earlier access to high-quality STEM experiences, and is further extended through lunchtime and after-school clubs. Pupils who may not have had similar opportunities outside of school are able to develop vital life skills such as problem-solving, collaboration and resilience, which transfer positively into other areas of learning. In addition, strong partnerships have been established with external providers, secondary schools and local businesses, broadening pupils' understanding of STEM-related careers and real-world applications. Participation in events such as the Underwater Robotics Competition and the Ports of Jersey STEM Competition has further enhanced pupils' knowledge of future pathways, raising ambition and strengthening links between learning, careers and the wider community.
Specialist teaching of sport ***(£45k)*** Every class in d'Auvergne can access high quality Physical Literacy sessions delivered by a trained sports coach and assistant. Children are also supported by Strength and Conditioning practitioners, Netball coaches, professional rugby players, dance instructors and swimming coaches. In line with being 'Fit for the Future', we take pride in our children being 'physically fit' and having as many opportunities to develop their interests in sports as possible. We pride ourselves on being one	d'Auvergne Primary School continues to be a prominent and highly active participant in Island-wide sporting events, with pupils accessing a broader and more consistent range of competitive and participatory opportunities than many other primary schools. This commitment is reflected in the strength and breadth of our After School Club provision, ensuring that all pupils, including those experiencing disadvantage, are able to engage in regular physical activity. EEF research identifies that physical activity and wider enrichment strategies can have a positive impact on pupils' engagement, behaviour and wellbeing, particularly when participation barriers are removed, and provision

of the most involved primary schools, who take up a large majority of sporting opportunities offered to us by Jersey Sport and other providers. Research suggests that physical health, positively impacts on mental health and wellbeing.	is high quality. Having specialist sporting staff as a regular and embedded feature of the school workforce enables strong alignment with school priorities, access to relevant CPD and consistency in approach. These established relationships support positive behaviour, increased focus during sessions and improved skill development, contributing to pupils' confidence, self-regulation and readiness to learn. In line with EEF guidance, this provision helps create the conditions that support both academic progress and positive mental health outcomes.

Project and Rationale **Targeted Academic Support**	Impact
Improve the levels of children achieving 'age related expectations' or above in writing. **(£31k)** Writing continues to be an area of development for all our pupils at d'Auvergne, from pupils achieving ELG through to Y6 'End of KS2 Assessments'. Our assessments show that across the school (on average) 48% of our Jersey Premium children in Summer 2024 were working at secure or above, with the highest year group achieving 67% of the JP pupils at secure in Y4 and the lowest being 29% of JP children in Y2 achieving at secure. Our writing specialist continues to support those highlighted year groups, as well as individuals for interventions and booster groups. They also deliver Writing support and CPD to staff. The teaching of writing is more explicit due to the subject leadership and the children have been exposed to more opportunities for writing, throughout the school, across a range of subjects.	Over recent years, d'Auvergne Primary School has invested in a range of strategies to strengthen the teaching of writing, including the use of a dedicated, out-of-class writing lead, targeted interventions and the implementation of approaches such as Text Drivers and 'Text Detectives', supported through regular professional development in partnership with Cris Cheal and departmental advisor Caroline Whitehead. While these approaches led to improvements for individual pupils and small groups, and supported greater consistency and staff confidence, evaluation over time has shown that impact has not been sufficiently sustained or embedded at whole-class level to secure consistently strong outcomes for all pupils, particularly those experiencing disadvantage. As a result, the school is now moving towards a Talk for Writing approach, recognising the need for a more systematic, classroom-embedded pedagogy that strengthens the link between spoken language, reading and writing, and builds staff expertise within everyday practice. This shift reflects the school's commitment to evidence-informed improvement, ensuring that high aspirations for writing are realised through consistent, high-quality teaching that enables all pupils to make strong and sustained progress.
Improve the levels of children achieving 'age related expectations' or above in writing. **(£31k)**	Children have an ever-increasing confidence and desire to speak in order to demonstrate learning as well as connect to peers and adults.

Having historic data that demonstrates our pupils starting points for communication and language is below 'age related' it is incredibly important that there is a focus on developing early language and speech skills. The average impact of Oral language interventions is approximately six months' progress over the course of a year, this is evident in the support we receive from SALT as well as our in house WELLCOMM team. With the introduction of our Storyteller In Residence, alongside the provision from Love Theatre, we hope to improve not only the children's Oracy but also their initial love for the verbal story, that they will then transfer to their later learning, promoting improved engagement in reading materials and opportunities to write.	Our Storyteller in Residence in an integral part to 'sparking' interest in topics and approaching tasks through talk. This year they have focussed their attentions on lower attaining JP/MLL boys in EYFS and KS1, igniting passion and interest in all elements of communication – this is having a positive impact and is being built upon with opportunities to mark make and record. Ahead of performances, be that in or out of school, children are given the opportunity for coaching with evaluative, constructive feedback to enhance their performance. Our storyteller in residence is also providing 'live' CPD to staff supporting engagement and methodology, which is being reproduced in lessons. The school continues to support 'Love Theatre' with all children regularly taking part in Eisteddfod's and receiving a range of varying certifications, equally all children who enter their LAMDA exams go on to be highly rewarded.
Out of school day 'catch up' interventions led by teachers and trained teaching assistants **Extension of the school day by 15 minutes, focussing on Guided Reading** **(£16k)** An extension of the school day has meant that all children are receiving an additional hour and fifteen minutes of quality first teaching a week. The additional 15 minutes lends itself to having the capacity to deliver longer sessions, committed to Reading in the morning, as well as time to explore the library, read with a peer, cross age reading experiences (including buddy reading), access Accelerated Reader and Bug Club. We will continue this provision until September 2025.	While some improvement in reading outcomes was noted following the extension of the school day to increase guided reading time, evaluation showed that this approach was not sufficiently impactful across all groups of pupils, particularly in terms of developing enjoyment, engagement and sustained progress in reading. As a result, the school is refining its approach this year by introducing ERIC (Everyone is Reading In Class), a daily protected reading session from 1.00–1.15pm, embedded within the school day. This approach prioritises reading for pleasure, shared reading culture and post-playtime regulation, recognising the importance of enjoyment, calm and focus in supporting reading development. Alongside ERIC, targeted out-of-school-day catch-up interventions, led by teachers and trained teaching assistants, will continue to support pupils who require additional reading support. The previous 15-minute extension to the school day (£16k) has provided pupils with an additional one hour and fifteen minutes of quality first teaching per week, enabling longer and more purposeful reading opportunities, including guided reading sessions, library access, peer and cross-age reading (including buddy reading), and the use of Accelerated Reader and Bug Club.

Project and Rationale **Wider Strategies**	Impact
Support pupils' physical/mental wellbeing and character development **John Muir (£5k)** Enrichment activities offer children a context for learning and a stimulus to trigger their interests. Enabling children, at the beginning of the Y6 journey to explore the Island of Jersey encourages the children to form strong bonds with their class teachers and promotes wellbeing (and reduces anxiety). Over the past four years, we have found that this has a positive impact on behaviour throughout the year, as well as encouraging children to take part in a local, charity based activity which encourages them to explore their local environment – during the trip and after.	EEF research highlights those wider strategies, including high-quality enrichment activities, can positively impact pupils' engagement, wellbeing and social development, particularly when experiences are purposeful and inclusive. At d'Auvergne Primary School, enrichment opportunities have extended learning and personal development beyond routine classroom experiences by promoting creativity, curiosity and deeper engagement with learning. Participation has supported the development of critical thinking, problem-solving and transferable life skills, while interest-led and enjoyable activities have increased pupils' motivation, confidence and willingness to engage. Socially, enrichment has encouraged teamwork, communication and empathy, strengthening pupils' sense of belonging, emotional wellbeing and resilience. These experiences have also enabled pupils to discover new interests and talents, connect learning to real-life contexts, and develop leadership and independence, creating positive conditions that support both academic progress and personal development in line with EEF guidance.
Music in Action/Jersey Music Services /Jersey Academy of Music project ***(£12k)*** Having launched the 'Music Project' mid-way through last year, in partnership with our specialist music teacher, we have found the majority of children who have undertaken extra-curricular music opportunities have shown, in the long term, increased improvements in their learning dispositions: better resilience and commitment to task, positive collegiate and cooperative behaviours with peers and staff and are generally happier and more confident dispositions. Younger children who are 'awaiting' this provision are keen and inquiring about the availability of sessions and the children's knowledge of the music curriculum has vastly improved.	EEF research indicates that arts participation, including music, can have a positive impact on pupils' wellbeing, engagement and social development, with additional benefits for learning behaviours when provision is high quality and inclusive. At d'Auvergne Primary School, the Music Project has supported pupils' emotional wellbeing by helping them build confidence and self-esteem, develop a sense of identity and belonging, and express and regulate emotions in a positive way. Educationally, participation in music has contributed to improvements in concentration, memory and transferable skills, including listening, problem-solving and pattern recognition, while also supporting aspects of English and numeracy through rhythm, language and structured practice. Socially, the project has strengthened teamwork, communication and peer relationships, contributing to improved behaviour, attendance and engagement with learning. In line with EEF guidance on wider strategies, the Music Project has also promoted inclusion, offering accessible, non-verbal routes to success that particularly benefit disadvantaged pupils, enabling them to thrive both academically and socially.
Hardship Fund	EEF research highlights that wider strategies, including high-quality enrichment and wraparound provision, can positively impact pupils' engagement, wellbeing,

(£9K) Funded/Subsidised opportunities for children and families within the school.	attendance and social development, particularly when barriers to participation are removed. At d'Auvergne Primary School, consistently high participation levels—with over 193 pupils accessing more than 21 enrichment activities each term— demonstrate strong engagement and demand from families, including those supported through Jersey Premium. The introduction of a sibling discount and one free session per week has increased accessibility and reduced financial barriers, ensuring more equitable access to enrichment opportunities. These clubs also provide high-quality wraparound care, supporting working families and promoting consistent routines for pupils. As a result, pupils benefit from a broad range of experiences that enhance social skills, confidence, wellbeing and cultural capital, while fostering positive relationships across year groups. Ongoing collaboration with Jersey Premium families ensures that provision continues to meet identified needs, strengthens community links and supports inclusion, creating conditions that enable pupils to thrive both academically and socially, in line with EEF guidance on effective wider strategies.

What other feedback have you had on your plan or activities?

Staff Feedback was received before publishing this document, as well as that sought from our School Advisor.

Throughout the year, both parent and pupil voice will be collated.

The plan will continue to be revised and evaluated, alongside other school provisions who have high number of Jersey Premium children with the support of the departmental Jersey Premium lead and external consultants.