

St. John's Primary School



Jersey Premium Strategy 2022

Cohort & Funding	2022
Jersey Premium Budget	47,000
Total number of pupils	189
Number of pupils eligible for Jersey Premium	31
% of pupils eligible for Jersey Premium	16%
Publish date	1.4.22
Review date	1.12.22
Jersey Premium lead	Stuart Pallant

Teaching projects

Project and Rationale	Expected Outcome
<p>Aim: To improve language and communication skills in the early Years.</p> <p>Activity: The WellComm Programme will be used to deliver language teaching groups to pupils in Nursery and Reception who are identified through a screening programme as having gaps in their acquisition, understanding and use of language and communication.</p> <p>The children will be regularly tracked and the progress of their language skills will be monitored by class teachers.</p> <p>All Nursery staff, including 3x nursery officers, 1 Reception teacher, the Year 1 and Year 2 teachers as well as 2 further LSA's have received training to support this delivery. This will ensure that all members of staff who work with children in EYFS, Foundation and KS1 will develop their own CPD through a cohesive understanding of the use of language in younger children.</p> <p>Speech and Language therapist Hannah Poynton has provided staff with the training they need to feel confident in the delivery, monitoring and assessment of the children in the younger years.</p>	<p>Pupils in receipt of Jersey Premium funding improve in language skills in the early years.</p> <p>There will be greater staff confidence in the delivery of the programme.</p> <p>Assessments will show that 90-95% of all children are able to make progress in moving through the different stages over the course of the year.</p> <p>Progress will be tracked and monitored. This will inform future targets and aims for small teaching groups.</p>

Project and Rationale	Expected Outcome
<p>Aim: To develop oracy skills, including speaking and listening skills and wider understanding of language.</p> <p>Activity:(EEF) The Literacy/MLL Lead will deliver a staff meeting to support the teaching of oral language and oracy to all teaching staff.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and</p>	<p>Pupils will develop their speaking and listening skills, language skills for effective communication and collaboration.</p> <p>Accurate pronunciation of language through teacher modelling has impact on the accuracy of their written work.</p> <p>Pupils extend their vocabulary and are accessing higher level vocabulary with an understanding of the meaning and etymology of the words.</p> <p>Pupils are more confident when discussing their</p>

<p>activities such as shared reading</p> <p>Develop pupils' language capabilities</p> <p>Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</p> <ul style="list-style-type: none"> • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Pupil voice questionnaire to find out about children's confidence in speaking aloud in front of peers and adults.</p>	<p>learning with adults/peers.</p> <p>Pupils feel safe and secure to discuss their learning with others to a range of audiences. Staff are consistent in their approach and delivery of the language development.</p> <p>Spelling results will show a higher level of accuracy.</p>
<p>Project and Rationale</p> <p>Aim: To raise standards in numeracy through the Complete Maths Tutor Programme.</p> <p>Activity: Pupils will receive additional maths support through the intervention programme. An LSA will receive training to deliver the programme.</p> <p>The LSA will also deliver the program to small groups of children to support their understanding of number sense.</p>	<p>Expected Outcome</p> <p>This will enable all pupils to access their year group curriculum with increased independence. Staff will develop their own confidence in the delivery of maths across the school. Pupils will more confident in the understanding of mathematical concepts.</p>
<p>Project and Rationale</p> <p>Aim: To raise standards in literacy and maths with a focus on smaller group sizes.</p> <p>Activity: <u>Additional Teacher support</u> in KS1 and KS2</p> <p>Pupils in receipt of JP will be the focus in small group spelling intervention.</p> <p>Pupils will know what their targets are and work towards these.</p> <p>Progress will be monitored and tracked and outcomes celebrated.</p>	<p>Expected Outcome</p> <p>2 Additional teachers to provide support across selected year groups.</p> <p>Vulnerable pupils as well as those in receipt of Pupils in receipt of JP will be able to access the curriculum with greater independence.</p> <p>Targeted pupils will move from Emerging to Developing or Developing to Secure by the end of the year.</p> <p>Standardised scores from progress test will show that 80% of pupils are ARE or exceeding these expectations.</p>
<p>Project and Rationale</p> <p>Aim: To monitor and evaluate the impact of all interventions.</p> <p>Activity: Senco/JP lead to oversee the deployment of LSA's as well as monitor and track progress of individual pupils in receipt of JP/EAL/SEN or well-being. EAL pupils will also be monitored and class teachers are released to spend 1 hr a term discussing the needs of the EAL pupils in school. SLT meetings allow opportunities to discuss the needs of high priority children in school and whether support and interventions in place are having an impact. The Senco is released 1x day a week to meet with class teachers to discuss all</p>	<p>Expected Outcome</p> <p>Regular progress meetings with staff will allow for tracking and monitoring progress of pupils in receipt of JP.</p> <p>Class observations of pupils in receipt of JP will help teachers to raise standards across the school.</p>

needs of children and to write Provision Maps. Entry data and exit data is analysed. This allows for all class teachers to have ownership over all the needs of the pupils and to monitor all groups of children.	
Total Predicted Expenditure	24,000

Targeted academic interventions

Project and Rationale	Expected Outcome
<p>Aim: To raise standards in reading in KS1 and KS2</p> <p>Activity: Reading Response in KS1 and Boosting Reading in KS2</p> <p>Class teachers will have 'focus children' that allow for high quality teaching in raising standards. Reading Response will be an intervention used to raise standards in reading in KS1. Boosting Reading will be used in KS2.</p>	<p>Focus children including those in receipt of Jersey Premium will move from developing to secure. In KS1, through Reading Response, Children will move their benchmark level forward by an increase of between 8-10 levels over 12 weeks. In KS2, through Boosting Reading, Children will move their benchmark level forward by an increase of at least 5 levels over 12 weeks.</p>
Project and Rationale	Expected Outcome
<p>Aim: To support vulnerable learners including those in receipt of JP to access the curriculum with support.</p> <p>Activity: LSA intervention support in KS1 and KS2 in Reading, writing and maths. Quality first teaching will allow for smaller group size to support different needs of pupils. Children will access the curriculum with support. Children will know what their targets are and will work with support to achieve these. Toe by Toe and Hornet will be used where there are gaps in reading and spelling.</p>	<p>Pupils will make expected progress or accelerated progress. Pupils in receipt of JP will be monitored and progress in reading, writing and maths will be tracked termly. Standardised spelling scores will show an improvement by the end of the term. Benchmark levels will show improvement by the end of term.</p>
Project and Rationale	Expected Outcome
<p>Aim: To improve standards reading in KS2</p> <p>Activity: The Literacy Lead will participate in the Herts Reading fluency intervention training with a KS2 LSA (SH) to ensure that upper KS2 children have gaps addressed. Literacy Lead to deliver the intervention training to all staff (including LSAs) as the strategies for the intervention can be used as a model for best practise. Literacy Lead to deliver staff meetings for teachers. Literacy Lead to set up 'Herts Reading Fluency' intervention for upper KS2.</p>	<p>Pupils will move from Developing to Secure or from Emerging to Developing by the end of the year. Improved standards in reading – children will gain confidence in reading and raise their reading levels.</p>
Project and Rationale	Expected Outcome
<p>Aim: To develop comprehension and inference skills in reading in KS2.</p> <p>Activity: Accelerated Reader</p> <p>Children will have a higher level of comprehension and deeper level of understanding of the text. Children will foster a love of reading and have access to the school library. They will be encouraged to read at home and at school.</p>	<p>Reading levels will improve across the whole school. 100% of KS2 children will be accessing the AR Programme by the end of Y3. Pupils will develop a deeper understanding of the text and improve their comprehension levels.</p>
Total Predicted Expenditure	£16,900

Wider Strategies

Project and Rationale	Expected Outcome
<p>Aim: Pupil Voice - To ensure that all JP pupils are given opportunities to share their voice and their background experiences fully understood by all.</p> <p>Activity: Pupils will be given opportunities to share their thoughts and feelings during a pupil profile meeting. Strengths/areas for improvement/pupil interests and hobbies will be highlighted as areas to find out about. Staff will be released to have the time to spend with the pupils to gather the responses.</p>	<p>Understanding past experiences will allow for a complete understanding of their own needs, both academic as well as social or emotional. Class teachers will have a better understanding of how best to meet the needs of these pupils. JP lead will be able to monitor and track any trends based on the discussions had with the pupils.</p>
Project and Rationale	Expected Outcome
<p>Aim: To ensure transition from one JP lead to another.</p> <p>Activity: The previous JP lead will meet with the current Deputy Head Teacher to ensure a smooth and efficient hand over of responsibility. Time will be given to review the previous strategy and set new targets. The financial budget will be looked at and activities for the new strategy chosen to best meet the current needs of the JP pupils in school.</p>	<p>An effective hand over will ensure that the new JP lead has a broad overview of the JP procedures. He will understand the needs of the JP pupils and the background experiences that they have. This transition will continue with the new Head Teacher for 2022 to ensure a consistent approach between all members of staff. This will have a greater impact on the pupils as all senior leaders will have the full and accurate picture of the pupils in receipt of JP.</p>
Project and Rationale	Expected Outcome
<p>Aim: Well – Being and ELSA- To ensure that all children’s emotional needs are addressed.</p> <p>Activity: Pupils will be able to express their emotions and feel they have been listened to. Concerns will be raised and discussed with relevant members of staff. Pupil feedback from questionnaire will provide positive feedback</p>	<p>ELSA is provided for a 6 week course.</p> <p>Emotional barriers will be identified early on and impact on learning will be minimised.</p> <p>Pre and Post assessments will show an improvement in well – being.</p>
Total Predicted Expenditure	6,100

For more information about Jersey Premium, please visit www.gov.je/JerseyPremium