



Cohort & Funding	2023
Jersey Premium Budget	Currently Unknown
Total number of pupils	182
Number of pupils eligible for Jersey Premium	30
% of pupils eligible for Jersey Premium	16.5%
Publish date	January 2023
Review date	July 2023
Jersey Premium lead	Mr Jamie Hazley and Mrs Heather Paul

Statement of Intent

Our ultimate objective for our Jersey premium eligible children is that there is no gap in achievement between these pupils and their peers

Our current Jersey Premium strategy plan work towards achieving those objectives by providing additional one to one support with their teachers.

Our strategy includes teaching projects, targeted interventions and wider strategies and compliments the overarching aims on the School Development Plan

School Context

St John's School is a traditional, rural, parish primary school with many families who have attended the school for generations. We are a one-form entry school. We have strong links with the Parish Church, Parish Hall, our Connetable and contribute to articles explaining our distinctive school life in the Parish Magazine.

Challenges

Challenge number	Detail of challenge
1	Low levels of Communication and Language
2	Several children eligible for Jersey Premium funding not making expected progress in writing, reading and/or maths despite availability of quality first wave teaching
3	Emotional well-being and readiness to learn

Intended outcomes

Challenge Number	Intended outcome	Success criteria
1	Speech and Language is no longer a barrier to learning	Percentages of Foundation Stage, Key Stage 1 and Key Stage 2 children exceeding Island averages in Communication and Language Early Learning Goal and Speaking and Listening Expectations
2	For disadvantaged pupils who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths	100% of disadvantaged pupils who do not have a cognitive SEND need will be developing or secure in their year group's curricular expectations
3	Children able to label and understand their emotions	-Reduction in lost learning time due to dysregulated behaviour. -Clarity in recognition of their feelings and ability to identify emotions via colour

Teaching projects

Project and Rationale	Expected Outcome	Challenges Addressed
<p>Aim To ensure that all staff members have the necessary training to communicate with ALL pupils at St John's Primary</p> <p>Rationale For those who experience the frustration of being unable to communicate meaningfully or effectively, Makaton really can help. Makaton takes away that frustration and enables individuals to connect with other people and the world around them.</p> <p>Activity All staff to undertake MAKATON Training</p> <p>Cost £79 per participant for Level 1 Training x 20 Staff members= £1580</p>	<p>ALL staff able to effectively communicate with ALL pupils at St John's Primary School</p> <p>'Makaton can support the development of vocabulary as adding information to the spoken word helps building information about language and how language is stored.' The Children's Trust 2022</p>	1
<p>Aim To develop oracy across all children no matter the starting point</p> <p>Rationale We teach reading, we teach children to write- we expect them to be able to articulate their thoughts and ideas. We find that our JP children like many of our children need to be taught effectively convey their ideas and challenges the thoughts of others</p> <p>Activity Key staff members to observe exemplified practice in the UK from Voice 21 accredited schools</p> <p>Cost £2000</p>	<p>All planning to include opportunity to develop talk- talk to enhance the learning opportunity which will deepen the learning and avoid the need for repetition.</p> <p>'Extensive research shows the impact of communication and language approaches, including a number of meta- analyses.' EEF 2020</p>	1

Targeted academic interventions

Project and Rationale	Expected Outcome	Challenges Addressed
<p>Aim For disadvantaged pupils in Key Stage 2 who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths</p> <p>Rationale Our average Key Stage 2 JP Summative Performance Indicators and Standardised Scores from PUMA and PIRA assessments are below non- JP</p> <p>Activity Janet Moorhouse (Supply Teacher- 2 days weekly) to work with "targeted" children in receipt of JP funding focusing on maths and reading</p> <p>Cost £18,720</p>	<p>An average increase +8 on the Autumn Standardised Scores achieved in their PUMA and PIRA papers with a tracking paper to be completed in the spring term also which will be funded by school</p>	2
<p>Aim To ensure all potential speech and language issues are identified and supported early</p> <p>Rationale Delayed language skills lead to under-performance later in life, and at school we have children with identified speech and language difficulties, and we will also have children with unidentified speech and language difficulties. The WELLCOMM package will enable staff/SENCo to identify children needing support quickly and easily</p> <p>Activity School to invest in WELLCOMM Primary to supplement the existing WELLCOMM package</p> <p>Cost Price requested from GL Assessment</p>	<p>School is fully supported in the early identification of children at risk of developing delayed communication skills and the barrier is removed to their learning.</p> <p>'Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties, WELLCOMM can help you to turn this around.' (GL Assessments 2021.)</p>	1
Project and Rationale	Expected Outcome	Challenges Addressed

<p>Aim To achieve higher than average gains in Benchmark Levels and Word Reading Ages</p> <p>Rationale Reading response is a TA led intervention which is designed to support Year 2 pupils who are just below Age Related Expectations for reading. Our JP eligible children in Key Stage 1's benchmark levels are below the non-JP peers</p> <p>Activity Reading Response/intervention two afternoons weekly</p> <p>Cost 10 hours per week of LSA Grade 5 (PMs)</p>	<p>To achieve age-appropriate benchmark levels and an increase in +8 on the standardised PIRA score</p> <p>'High quality interventions that apply effective teaching strategies can be powerful tools... through application of the TARGET tool.' EEF 2022</p>	2
<p>Project and Rationale</p>	<p>Expected Outcome</p>	<p>Challenges Addressed</p>
<p>Aim To address mathematical misconceptions and misunderstandings the very day that they are identified</p> <p>Rationale Maths is taught daily, and mistakes and misunderstandings will occur. The curriculum is fully loaded and therefore it is not always easy to address misconceptions at the point they are found. An awareness of the mistakes and the reasons for them, can enhance outcomes therefore enabling the immediate provision of targeted support is vital.</p> <p>Activity Fix It Maths Sessions in Year 5 and 6 undertaken daily between 1pm and 2pm</p> <p>Cost 5 hours per week of LSA Grade 5 (PMs)</p>	<p>Misconceptions and misunderstandings addressed at point they are made enabling those children who do not have a cognitive SEND need to be developing or secure in their year group's curricular expectations by the end of the academic year</p> <p>'Targeted, assessed, monitored and overall management of intervention within schools determines effectiveness.' (TES 2022)</p>	2

Wider Strategies

<p>Project and Rationale</p>	<p>Expected Outcome</p>	<p>Challenges Addressed</p>
<p>Aim To improve targeted pupils' sense of personal wellbeing and improve their readiness to learn within the classroom</p> <p>Rationale Art therapy is a technique rooted in the idea that creative expression can foster healing and mental well-being. It is the use of artistic methods to enhance mental health. It ensures we provide a way to work "therapeutically" with children</p> <p>Activity Art Therapist to be employed by school to work therapeutically with a pre-determined group- meeting arranged in January with therapists</p> <p>Cost Currently unknown</p>	<p>Increased well-being: increased self-esteem and improvements in an individual's readiness to learn</p> <p>'Art therapy can be effective in improving children's quality of life such as emotional and behavioural difficulties' (Z. Moula 2020)</p>	3
<p>Project and Rationale</p>	<p>Expected Outcome</p>	<p>Challenges Addressed</p>
<p>Aim To enrich and broaden the local curriculum, to encourage cooperation and teamwork, and to offer opportunity for the Year 6 children to explore their island</p> <p>Rationale For the pupils to benefit greatly from the experience of exploring, discovering, conserving and sharing the experiences.</p> <p>Activity Year 6 to partake in John Muir Award</p> <p>Cost £1625</p>	<p>The children will explore a corner of the Island that may have previously been unseen/misunderstood; they will discover geographical and historical facts about their local area; they will conserve the local wildlife identifying the importance of this and they will share the experience and new learning with an audience. This will prove an extremely powerful opener to their local study, curriculum focus.</p>	2 and 3
<p>Project and Rationale</p>	<p>Expected Outcome</p>	<p>Challenges Addressed</p>
<p>Aim To support the extension of the school day to enhance the children's scope for communication</p> <p>Rationale Breakfast Club, if undertaken effectively has two benefits: -Extend the school day to maximise further learning opportunity -Enhance pupils' exposure and experience of communication</p> <p>Activity Supplementing the staffing and resourcing of the newly set</p>	<p>Increased communication opportunity leads to children being more articulate and increased readiness to learn</p> <p>'Best support their attainment, well-being and readiness to learn' 'Breakfast clubs give the best start to their day.' David Holmes CBE, Chief Executive of Family Action.</p>	1, 2 and 3

up school Breakfast Club Cost		
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For more information about Jersey Premium, please visit www.gov.je/JerseyPremium