



Cohort & Funding	2022
Jersey Premium Budget	47 000
Total number of pupils	192
Number of pupils eligible for Jersey Premium	31
% of pupils eligible for Jersey Premium	16%
Publish date	April 22
Review date	Dec 22
Jersey Premium lead	Stuart Pallant

Data – Summer 2021

	Reading	Writing	Maths
Rapid and Accelerated	14%	18%	13%
Expected Progress	86%	59%	82%
Lower than Expected	0	23%	5%

Teaching projects

Project and Rationale	Impact
<p>Aim: To improve language and communication skills in the Early Years and Year 1.</p> <p>Activity: The WellComm Programme was used to deliver language teaching groups to pupils in Nursery, Reception and Year 1 who were identified through a screening programme as having gaps in their acquisition, understanding and use of language and communication.</p>	<p>All pupils were screened using the traffic light system pupils identified as not meeting expected outcome were then part of an intervention in the spring and summer terms. Moving forward from the start of the Autumn term the pupils identified through the same system were supported in class by trained staff. This is because as the project became more embedded there were lower numbers needing intervention.</p> <p>Reception- Year 1 pupils 9 pupils had intervention. 7 pupils achieved expected outcome.</p>

	<p>2 pupils with significant communication difficulties did not achieve expected outcome.</p> <p>Nursery- Reception pupils 9 pupils had intervention. 6 pupils were one point below expected outcome and will probably achieve this by Easter. 3 pupils were more than one point below expected outcome. All pupils made good progress; this support will continue.</p> <p>Nursery (Autumn term only) 10 pupils had intervention. 6 Pupils were one point below expected progress and will probably reach expected outcome by Easter. 4 Pupils are below expected outcome.</p> <p>Throughout the year all EYFS pupils were screened and benefitted from WellComm including 7 JP pupils.</p>
Project and Rationale	Impact
<p>Aim To raise standards in writing with a focus on spelling.</p> <p>Activity An extra teacher provided additional spelling support to all Year 3, 4 and 5 classes in the school. This allowed one session per week where pupils had a small group spelling input with the additional teacher. It also reduced the class size to allow greater teacher pupil ratio during a writing session.</p>	<p>Average SS in HS spelling assessment moved from 98 to 109 in this period.</p> <p>Writing teacher assessment shows 69% of pupils in these year groups made expected progress and 14% made rapid and accelerated progress. A higher proportion of JP pupils made Rapid and Accelerated progress than non JP pupils.</p>
Project and Rationale	Impact
<p>Aim Raise standards in all areas within Year 1.</p> <p>Activity An extra teacher was in the Year 1 class for a total of one day per week for the Spring and summer terms. This allowed the further small group interventions within the class focusing on specific groups and individuals during this time.</p>	<p>Reading 52% S, 24% D, 24% E JP pupils 100% S</p> <p>Writing 56% S, 22% D, 22% E. JP 100% S</p> <p>Maths 56% S, 19% D, 26% E. JP 50% S 50% D</p>

Targeted academic interventions

Project and Rationale	Impact
<p>Aim To raise standards in reading in KS1</p> <p>Activity Reading response sessions were led by a TA for Year 2 pupils identified in the spring and summer terms.</p>	<p>4 pupils benefitted from Reading Response sessions in 2 cohorts throughout the Spring and Summer terms. This was a 12-week programme.</p> <p>All pupils who were part of the programme made between 4 and 11 levels of benchmark progress as a result of this intervention.</p>
Project and Rationale	Impact
<p>Aim To raise standards in reading in KS2</p> <p>Activity The Boosting Reading at Primary program was delivered to individuals 3 times per week for ½ hour sessions throughout the Spring and Summer terms.</p>	<p>5 pupils benefitted from BR@P 2 of which were JP. All pupils made between all pupils made between 1 and 7 levels of benchmark progress as a result of this intervention.</p>
Project and Rationale	Impact
<p>Aim To raise standards of comprehension in KS2.</p> <p>Activity Staff training was delivered to all staff in the Herts. reading fluency intervention. This was a small group intervention focusing on comprehension skills in a shared reading session. The program was delivered out of the classroom by a trained TA and teacher. The TA worked with 4 Year 5 pupils in the Summer term and the teacher with 4 x Year 6 pupils in the summer term. The intervention began with a YARC assessment and was delivered 2x per week for a 6-week period.</p>	<p>8 pupils benefitted from this intervention; 2 of which were in Receipt of JP.</p> <p>YARC testing focussed on change in comprehension listed below.</p> <p>Year 5 Pupils- 3 pupils made between 2 years 1 month and 4 months progress. One pupil made no change.</p> <p>Year 6 Pupils- 3 pupils made between 4 months and 2 years 3 months progress. One pupil made no change.</p> <p>One JP pupil made 4 months progress and one made 7 months progress in 6 weeks.</p>
Project and Rationale	Impact
<p>Aim Supporting vulnerable pupils.</p> <p>Activity Hornet is a phonics-based Spelling and Reading program. This was delivered 3 times weekly in 15-minute blocks to a JP pupil throughout the spring and summer terms.</p>	<p>The pupil moved from developing to secure in reading.</p> <p>Head start spelling moved from SS score 88 to 111.</p>
Project and Rationale	Impact
<p>Aim To raise standards of reading across KS2</p> <p>Activity All pupils in years 3-6 accessed the Accelerated Reader program. Time was given daily to allow for quizzes and termly tests.</p>	<p>Looking at PIRA data results have generally been consistent across Key Stage 2 between Dec 21 and Dec 22 when comparing the Standardised score.</p> <p>The overall average standardised score in 2021 was 105 the average standardised score in 2022 was 103.</p> <p>The JP average standardised score in 2021 was 97 and 2022 was 94.</p> <p>There was a slight drop in Upper Key Stage 2 which is being addressed in next year's plan.</p>

Wider Strategies

Project and Rationale	Impact
<p>Aim To increase levels of Wellbeing throughout the school.</p> <p>Activity Teacher was released for 1 hr per week to work with specific highlighted pupils on wellbeing based activities. Pupils were highlighted by class teacher.</p> <p>We purchased a range of Wellbeing materials for use in the Wellbeing room when the Facilitator was working with pupils.</p> <p>We further developed the Wellbeing room and decorated accordingly. Project included: mural, lighting, soft furnishings etc.</p>	<p>9 pupils accessed wellbeing during 2022. 2 of which were in receipt of JP. All pupils referenced a positive impact of the sessions when completing a post program questionnaire.</p>

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