



Cohort & Funding	2024
Jersey Premium Budget	Currently Unknown
Total number of pupils	177
Number of pupils eligible for Jersey Premium	24
% of pupils eligible for Jersey Premium	13.6% not including Nursery
Publish date	January 2024
Review date	July 2024
Jersey Premium lead	Mrs Heather Paul

Statement of Intent

St John's School is committed to ensuring that all children are supported to achieving their potential academically and to develop the skills and attributes necessary to succeed as they proceed to Secondary School and through life.

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	Increasing Social, Emotional and Mental Health (SEMH) needs across the school with associated sensory seeking behaviours
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	To be a fully inclusive school who are able to provide learning spaces and bases for all children.	School has fully resourced break out spaces which allow for sensory need to be met
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 (High quality teaching) and CPD

Project and Rationale	Expected Outcome	Challenges Addressed
<p>Aim To develop positive behavioural management strategies built on great relationship, in staff in school, to meet the needs of all pupils in school.</p> <p>Rationale For those pupils who need additional strategies to help them to regulate and manage their emotions and have positive behaviours. To equip staff with positive strategies to manage behaviour.</p> <p>Activity Staff to undertake 'When the Adults Change' positive behaviour approach by Paul Dix and adapt the "Positive Behaviour through Positive Relationships" Policy to reflect whole staff agreements</p> <p>Cost £70 + cover time for working party to update policy</p>	<p>ALL staff will be able to positively manage behaviour and contribute to a positive behaviour culture in school.</p> <p><i>'Many problems—or behaviours—that affect wellbeing do not require lengthy or complex interventions involving consultations, workshops, training, or support.'</i></p> <p>Dennis Embry and Anthony Biglan, 2008 EEF</p>	3
<p>Aim To develop reading growth and progress in pupils who struggle in this area of the curriculum</p> <p>Rationale Reading and PIRA standardised scores for those children in receipt of JP funding remains slightly below that of their peers.</p> <p>Activity Buy in LEXIA Core 5 Reading for those children with difficulties in this area timetabling this into their school provision and home learning expectations</p> <p>Cost Approx. £1500</p>	<p>Accelerated reading progress for all those children assigned to the reading program.</p> <p><i>"Built on the science of reading, Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn."</i></p> <p>Lexia Core 5 Reading</p>	2

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> <p><i>'Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.'</i></p> <p>EEF Improving Literacy in KS2.</p>	2

<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 Jamie Hazley to provide 25 weeks of tutoring to support Arithmetic and Punctuation, Spelling and Grammar.</p> <p>Cost £1,200</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> <p><i>'Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.'</i></p> <p>EEF Improving Literacy in KS2</p>	2
<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 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 Stuart Pallant to provide 25 weeks of tutoring to support Year 5 focussing on Arithmetic and Punctuation, Spelling and Grammar.</p> <p>Cost £1,200</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> <p><i>'Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.'</i></p> <p>EEF Improving Literacy in KS2</p>	2
<p>Aim For disadvantaged pupils in Key Stage 1 who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in Reading.</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 Heather Paul to provide reading tutoring using the Hert's Reading Fluency approach (twice weekly for 8 weeks)</p> <p>Cost £384.00</p>	<p>To improve the outcome of Year 2 pupils by, on average, by 6 months (using YARC assessments.)</p> <p><i>'Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.'</i></p> <p>EEF recommendations improving Literacy in Key Stage 1</p>	2

Wider Strategies

Project and Rationale	Expected Outcome	Challenges Addressed
<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 Therapeutic Arts Practitioners (Heather Paul and Kate Harte) to provide 1:1 sessions</p> <p>Cost TBC</p>	<p>Increased well-being: increased self-esteem, regulate emotions and improvements in an individual's readiness to learn.</p> <p><i>'Art therapy can be effective in improving children's quality of life such as emotional and behavioural difficulties'</i></p> <p>Z. Moula 2020</p>	3
Project and Rationale	Expected Outcome	Challenges Addressed
<p>Aim To provide/ enhance sensory spaces in school that combine a</p>	<p>Children sensory seeking behaviour is identified early and catered for across the two sensory bases reducing</p>	1

<p>range of stimuli to help individuals develop and engage their senses. These will include lights, colours, sounds and sensory play resources, all used within a safe environment that allows the children using them to explore and interact without risk.</p> <p>Rationale Most sensory seekers are under sensitive to input. We recognise that these children look for more sensory stimulation. These children at school appear a little too loud and can struggle at times to keep to “traditional” classroom expectations without having the necessary input.</p> <p>Activity Purchase sensory stimulating resources to enhance our sensory spaces ensuring they are externally reviewed.</p> <p>Cost TBC</p>	<p>escalation in school and the volume of time that they remain away from the class base.</p> <p><i>‘Children who have difficulty processing sensory information effectively often have trouble completing school and home based tasks requiring them to sit still, attend to instruction, be able to engage socially with peers, and play/work cooperatively with others.’</i></p> <p>Brunkner et al. 2018</p>	
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For more information about Jersey Premium, please visit www.gov.je/JerseyPremium