



Cohort & Funding	2023
Jersey Premium Budget	£49,000
Total number of pupils	185
Number of pupils eligible for Jersey Premium	30
% of pupils eligible for Jersey Premium	16.5%
Publish date	January 2023
Review date	December 2023
Jersey Premium lead	Heather Paul

## Teaching projects

Project and Rationale	Impact
<p><b>Aim</b> To ensure that all staff members have the necessary training to communicate with ALL pupils at St John's Primary</p> <p><b>Rationale</b> 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><b>Activity</b> All staff to undertake MAKATON Training</p>	<p>Eight key stage one and Reception staff undertook training for Makaton level one and level 2 ensuring communication access for all children at St. John's.</p> <p>Specific individuals with S&amp;L difficulties in KS1 and Reception have benefitted. Makaton training has enhanced our existing S&amp;L provision to provide additional support to our children.</p> <p><i>'S&amp;L is always well supported at St John's School, which is evidenced in the progress of the children' Julia Wycherley, Senior Speech and Language Therapist.</i></p>
Project and Rationale	Impact
<p><b>Aim</b> To develop oracy across all children no matter the starting point</p> <p><b>Rationale</b> We teach reading, we teach children to write- we expect them to be able to articulate their thoughts and ideas. We find that</p>	<p>Oracy has continued to be rigorously planned, scrutinised and implemented across the school. The oracy lead and champions have received in-depth training and have visited Voice 21 schools in the UK to see exemplary practice. A detailed oracy implementation plan has been mapped and reviewed, which included regular training for all staff.</p>

our JP children like many of our children need to be taught effectively convey their ideas and challenges the thoughts of others

**Activity**

Key staff members to observe exemplified practice in the UK from Voice 21 accredited schools.

Listening walks have been completed by the Oracy and Lead and staff have been supported in their practice. In addition, Andrew Willis has reviewed our practice and given feedback to help map the ways forward. He stated, *'The school has made swift progress and has impressively embedded the first wave of oracy development.'* The school has also had in-school support from Voice 21 staff to help us meet the needs of the pupils within our context.

**Targeted academic interventions.**

Project and Rationale	Impact
<p><b>Aim</b> 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><b>Rationale</b> Our average Key Stage 2 JP Summative Performance Indicators and Standardised Scores from PUMA and PIRA assessments are below non- JP</p> <p><b>Activity</b> Janet Moorhouse (Supply Teacher- 2 days weekly) to work with “targeted” children in receipt of JP funding focusing on maths and reading</p>	<p>Janet Moorhouse has provided targeted support for our JP Key Stage 2 pupils in Maths and Reading.</p> <p>Of the children who received intervention: <u>Year 5 data showed:</u> PUMA Autumn 22: <b>Average SS 74</b> PUMA Spring 23: <b>Average SS 79</b></p> <p><u>Year 6 data showed:</u> PUMA Autumn 22: <b>Average SS 79</b> PUMA Spring 23: <b>Average SS 88</b></p> <p>Reading Benchmark levels improved by on <b>average 5 levels.</b></p>
<p><b>Project and Rationale</b></p> <p><b>Aim</b> To ensure all potential speech and language issues are identified and supported early</p> <p><b>Rationale</b> 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><b>Activity</b> School to invest in WELLCOMM Primary to supplement the existing WELLCOMM package</p>	<p><b>Impact</b></p> <p>All children in EYFS are screened using the WELCOMM programme. However, there were still children who have historically slipped through the net.</p> <p><u>Reception class:</u> Start of WELCOMM: <b>45% below age</b> related expectation End of WELCOMM: <b>10% below age</b> related expectation</p> <p><u>Nursery class:</u> Start of WELCOMM: <b>46% below age</b> related expectation End of WELCOMM: <b>10% below age</b> related expectation</p>
<p><b>Project and Rationale</b></p> <p><b>Aim</b> To achieve higher than average gains in Benchmark Levels and Word Reading Ages</p> <p><b>Rationale</b> 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><b>Activity</b> Reading Response/intervention two afternoons weekly</p>	<p><b>Impact</b></p> <p>Hert’s reading fluency has been carried out in Year 2. This approach enables more children to benefit from reading intervention as it is a group intervention. The results were as follows:</p> <p>On average all children made <b>6 months progress</b> in their early word recognition, sound isolation and deletion.</p> <p><u>In addition to:</u> <b>1 years progress</b> being made in accuracy across the scores. <b>6 months progress</b> being made in speed of recognising words. As well as <b>significant</b> improvement in the score for understanding the texts.</p>

Project and Rationale	Impact
<p><b>Aim</b> To address mathematical misconceptions and misunderstandings the very day that they are identified.</p> <p><b>Rationale</b> 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><b>Activity</b> Fix It Maths Sessions in Year 5 and 6 undertaken daily between 1pm and 2pm</p>	<p>The evidence across Spring and Summer terms shows that there has been a significant impact from this intervention.</p> <p><u>Year 5 data showed average SS:</u> PUMA Autumn: <b>92.7 SS</b> PUMA Spring: <b>103.6 SS</b></p> <p><u>Year 6 data showed average SS:</u> PUMA Autumn: <b>89.9 SS</b> PUMA Spring: <b>96.3 SS</b></p>

## Wider Strategies

Project and Rationale	Impact
<p><b>Aim</b> To improve targeted pupils' sense of personal wellbeing and improve their readiness to learn within the classroom.</p> <p><b>Rationale</b> 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><b>Activity</b> Art Therapist to be employed by school to work therapeutically with a pre-determined group- meeting arranged in January with therapists.</p>	<p>Pam Whitthoft has been delivering targeted Art and Play therapy with four JP children. As of the end of the calendar year she has successfully sign two children off and will be starting with another two in January.</p> <p>The impact of the sessions on the children has been...</p> <p><i>'I enjoyed the sessions, and I was happy to be there. It gave me the freedom to create things that I wanted.'</i></p> <p><i>'The sessions helped me when my uncle died.'</i></p>
<p><b>Aim</b> 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><b>Rationale</b> For the pupils to benefit greatly from the experience of exploring, discovering, conserving and sharing the experiences.</p> <p><b>Activity</b> Year 6 to partake in John Muir Award</p>	<p>All Year Six children participated in the John Muir award. Class Teacher: <i>'Children explored remote areas of the island, creating opportunities for them to explore parts of Jersey they might not have had access to or never been to before. The children increased their local knowledge whilst learning about conservation and preserving the natural environment. The challenging nature of the award helped with team building skills, whilst also developing personal skills like perseverance and self-confidence. Overall, the children thoroughly enjoyed the experience, the physical and mental challenges it brought and the local knowledge they acquired.'</i></p>
<p><b>Aim</b> To support the extension of the school day to enhance the children's scope for communication.</p> <p><b>Rationale</b> 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><b>Activity</b> Supplementing the staffing and resourcing of the newly set up school Breakfast Club</p>	<p>Breakfast club has been set up with the correct staffing allocation.</p> <p>A noticeable impact from the breakfast provision is that children who were struggling to settle into class are coming into a calm, quieter space, where time can be spent to hand over from parents. This has been alleviated and children are ready to learn from 8:30am.</p> <p>Parents have said: <i>'Both of our children really enjoy breakfast club. They look forward to it when they go and enjoy talking about, they did and what they ate. Thank you for providing this.'</i></p>

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