



St. John's Primary School

Jersey Premium Statement 2018 & Strategic Plan (2019)

Background

Jersey Premium funding has been introduced to help all children get the very best from their education, regardless of their socio-economic background or barriers to learning. The funding is a commitment from the States of Jersey to ensure that every pupil has an equal opportunity to access the full curriculum, to receive high-quality teaching tailored to their needs and to perform to the best of their ability. Schools will strive to raise the aspirations and educational attainment of all pupils, regardless of their eligibility for Jersey Premium.

Aims

Our Teaching & Learning policy states that, *'as a primary school, our core purpose is to ensure all our pupils attain the highest standards in all aspects of literacy and maths, leaving St John's School, with high levels of attainment and having progressed well from their individual starting point. We believe that we will be more successful if this core purpose is enshrined in a clear and shared approach to teaching and learning and to our school ethos.'*

At St. John's School we are committed to ensuring that all children make at least good progress, reach at least national standard and go in to the world a well formed and competent learner.

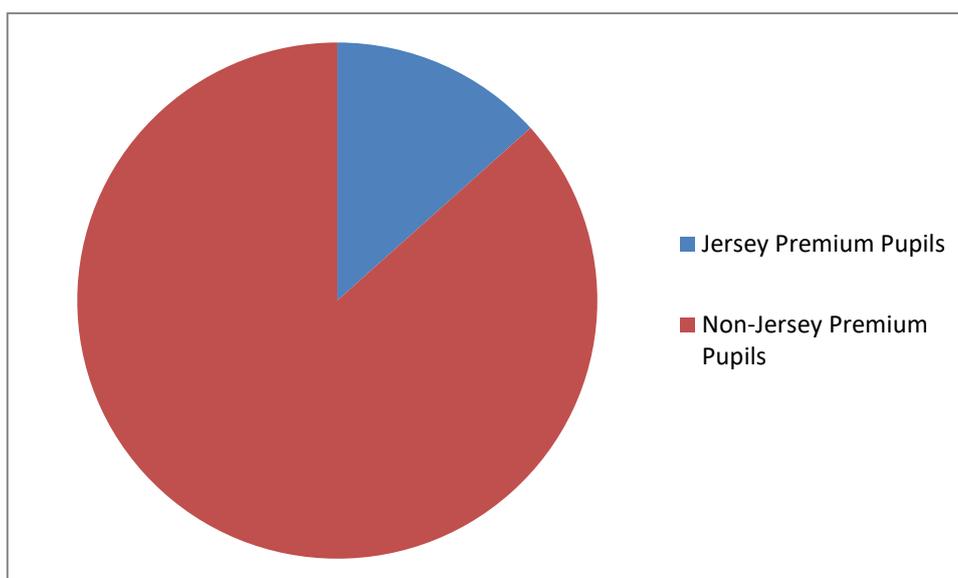
Strategic use of Jersey Premium funding will support us in ensuring that all pupils at St. John's Primary School achieve their full potential.

Our focus in using the funding will be aimed at raising the attainment of pupils eligible for Jersey Premium to meet or exceed age related expectations in line with their peers and to raise their aspirations.

Cohort & Funding	2018	2019
Jersey Premium Budget	£31,721*	£19,095
Total number of pupils	210	197
Number of pupils eligible for Jersey Premium	28	19
% of pupils eligible for Jersey Premium	13%	10%

*This amount includes additional funding which was carried forward from 2017.

Jersey Premium v Non-Jersey Premium Pupils at St. John's School 2018



Barriers to learning

At St. John's School we understand that challenging socio-economic circumstances can create additional barriers to success for children, however, we are clear that these challenges can be overcome. Evidence suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching.

Although financial support is provided for schools specifically for children who qualify for Jersey Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

The key to tackling educational disadvantage firstly involves identifying any barriers to learning. The staff at St. John's School have invested much time in pupil conferencing, as well as conducting peer review observations, in an attempt to identify any possible barriers amongst individuals. The outcomes of this research have helped to plan our interventions for 2019, many of which are the continuation of successfully proven interventions for 2018. Combined with data analysis, we continue to identify the following barriers:

- Gaps in prior curriculum, particularly in mathematics.
- Under developed learning skills e.g. resilience, commitment to meeting targets, personal organisation
- Parents to be empowered to support learning at home, particularly with our youngest children in EYFS and KS1

Tackling barriers to learning in 2019

As barriers to learning have become more apparent throughout the year, plans to ensure outstanding practice in classrooms throughout the school have been implemented. All of our strategies and interventions are underpinned by a strong evidence base.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Year 2-5 pupils in receipt of JP to make expected, or exceeded, progress in writing.	Weekly small group writing feedback sessions for JP & vulnerable writers.	Feedback studies tend to show very high effects on learning with research evidence about feedback being part of the rationale for Assessment for Learning (AfL). The costs of providing more effective feedback are not high.	Evidence of writing feedback targets will be shared with the JP lead each half-term. Children in receipt of JP will receive additional conferencing on barriers to learning – shared between CT and JP lead. Children in receipt of JP will be a focus during termly pupil profile meetings.	Deputy Head Teacher
Year 1-2 pupils in receipt of JP to make expected, or exceeded, progress in phonics.	Redeployment of KS2 LSA's to KS1 for two mornings per week for 1:1 / small group intervention	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. <i>[Source EEF]</i>	Baseline data for all intervention groups will be collated by class teachers at the start / end of each term. The ENCO will ensure that LSA's are deployed effectively each half term to where there is most need.	SENCO / Deputy Head Teacher
Year 1 - 6 pupils in receipt of JP to make expected, or exceeded, progress in maths.	Weekly small group maths support / 1:1 / within-class attainment grouping for JP & vulnerable pupils.	Smaller class sizes mean that disadvantaged pupils can access more of teachers' time. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress.	The school monitoring cycle will continuously evaluate this provision and the impact it is having on individuals. Children in receipt of JP will be a focus during termly pupil profile meetings.	Maths Coordinator

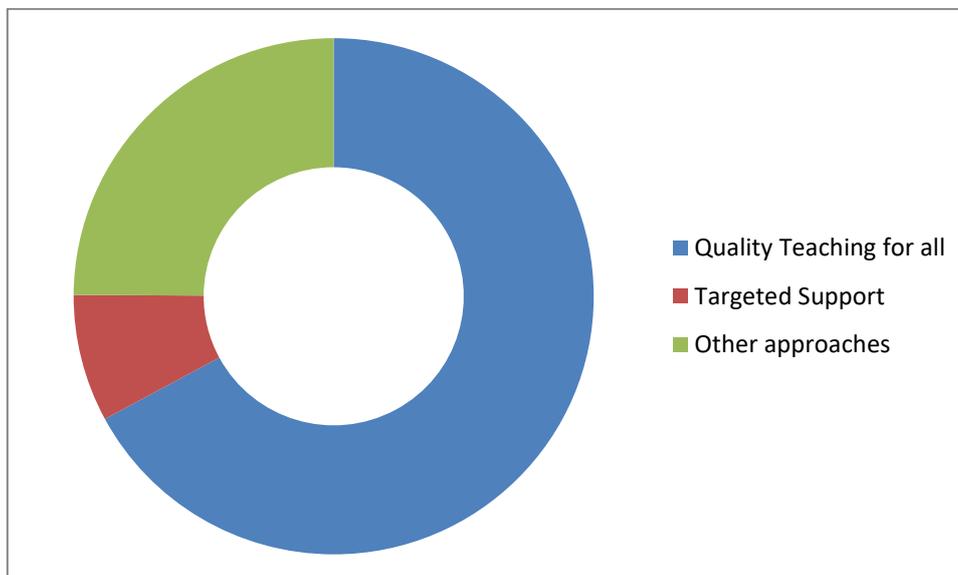
	High quality CPD in maths.		The school have recently taken on the Maths - No Problem! Scheme to help raise the overall attainment in maths, with a particular focus on reasoning. The school's maths lead is also an Island Advisor for maths and will work alongside staff to deliver bespoke, high quality CPD in the delivery of maths.	Maths Coordinator
For selected pupils to make expected, or exceeded, progress in reading.	Boosting Reading @ Primary (BR@P)	BoostingReading@Primary is a proven, good practice intervention. Pupils consistently make accelerated gains over four times the expected rate of progress. Research carried out in 2014, showed that pupils in this programme made Reading Age gains of over 14 months over the 10 week period of intervention. Pupils at St. John's School who have been on BR@P have shown similar progress.	The English Coordinator will liaise with class teachers and LSA's as to which children should be targeted for intervention.	English Coordinator / Deputy Head teacher
Parental engagement at home has a positive impact on children's acquisition of early mathematics.	REAM Project	Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families [Source EEF].	Children in EYFS who are in receipt of Jersey Premium will be offered home visits. Parent workshops and drop-in sessions will be offered in all classes to help develop parental knowledge and skills in maths at home.	EYFS Coordinator
To develop a reflective learning community where the school's culture enables the staff to excel, reflect on and debate the way they teach to help develop learners.	Peer Coaching (Polishing Teams)	Research shows that effective CPD will be: supported by the school's leadership, sustained over at least two terms, includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. [Source EEF].	The School's Development Plan clearly indicates the responsibilities of the senior leadership team for the duration of the academic year. The project started in September 2018 and sees subject leaders in the school taking responsibility for their own subjects actions.	Head Teacher / Senior Leadership Team

Review of spending from previous year (to December 2018)

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Year 2-5 pupils in receipt of JP to make expected, or exceeded, progress in writing.	Weekly small group writing feedback sessions for JP & vulnerable writers.	Data collection shows that pupils in receipt of Jersey Premium have made expected, or more than expected progress in writing, with the number of secure (JP) writers increasing to 29% in 2018 compared to only 9% in 2017.	Following a trial run in 2017, 1:1 feedback sessions and weekly small group feedback / improvement groups continued in 2018. The data suggests that these interventions are having a significant impact on the children's attainment and they are now well embedded within each year group's weekly timetable. The sessions will continue in 2019.	£21,991
Year 1-2 pupils in receipt of JP to make expected, or exceeded, progress in phonics.	Redeployment of KS2 LSA's to KS1 for two mornings per week for 1:1 / small group intervention.	Various baseline data is collected, based on each child's individual needs. Exit data for all children in December 2018 (compared to entry data collected in September 2018), shows progress greater than 3 months for most pupils.	The move to redeploy KS2 LSA's to KS1 for some mornings has shown to have a positive impact on some early interventions (phonics teaching, early writing and boosting reader classes). We know that early intervention can have a more positive impact than interventions further up the school so will therefore continue with this timetabling structure.	
	Whole school outdoor learning day at Crabbe.	The whole school day at Crabbe provided the children with a real life experience which, in most classes, was used to help promote extended pieces of writing, as well as provide the children with the opportunity to reflect on their learning. The focus of the day has been shared throughout the whole school through display and was celebrated during the whole school 'pop-in' afternoon. The day itself was also identified in the schools formal curriculum review as being inclusive of a very high standard.	Overall, studies of outdoor learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students. Plans are in place for another whole school 'outdoor learning' event in September 2019.	
Year 1 - 6 pupils in receipt of JP to make expected, or exceeded, progress in maths.	Weekly small group maths support (Y6) / 1:1 / within-class attainment grouping (Y3 & 4) for JP & vulnerable pupils.	Data collection shows that pupils in receipt of Jersey Premium have made expected, or more than expected progress in maths, with the number of children secure (JP) increasing to 41%	The data suggests that these interventions are having a significant impact on the children's attainment and they are now well embedded within each year group's weekly timetable. The	

		in 2018 compared to only 27% in 2017. There are also fewer children working within 'emerging' in 2018, showing an increase in attainment towards developing also.	sessions will continue in 2019 with the additional benefit of further peer mentoring for class teachers from the schools maths' lead / island maths lead teacher in the Maths – No problem! Scheme of work.	
For selected pupils to make expected, or exceeded, progress in reading.	BR@P	Children who have received BR@P have shown accelerated progress whilst those children currently on the programme are showing a similar trend. Pupils not in receipt of JP have also been targeted for this intervention.	This intervention has proven to be successful in accelerating progress in line with what the research identifies and will be continued in 2019.	£611
Parental engagement at home has a positive impact on children's acquisition of phonics.	The REAL project will be implemented in EYFS & Year 1.	Staff have considered resources which go home to help parents support early reading and writing and children have started to show increased progress when assessed on their phonics. The feedback from the parents directly involved in the REAL project shows that their children have become more engaged in print at home.	This intervention has proven to be successful in supporting parental engagement at home. Lessons learned will be maintained as resources have been purchased and investment will be made in the REAM project which we hope to have the same impact from 2019. The EYFS will also explore the mathematics model of this programme having received additional funding from the project.	£1,862
To develop a reflective learning community where the school's culture enables the staff to excel, reflect on and debate the way they teach to help develop learners.	Peer Coaching (Polishing Teams) & associated planning days.	This project was written in to the schools development plan for 2018 – 2019 and the first wave of peer observations began in late November 2018. As well as enabling the staff to excel, reflect on and debate the way they teach to help develop learners, it is also hoped that such peer reviews will help identify and target any known and additional barriers to children's learning.	Further reviews on impact will be conducted in April and July 2019.	£6,302

Allocation of funding for 2018



Analysis of the July 2018 data

Attainment % reaching Developing or Secure (in reading, writing & mathematics at the end of the 2017/2018 academic year (July 2018) for Year 2 and 6.		
	Year 2	Year 6
READING	92%	88%
WRITING	92%	73%
MATHEMATICS	96%	73%

In both year groups, and for all three curriculum areas, 100% of children were working within their year group expectations at either Emerging, Developing or Secure.

The academic year 2017/2018 was the second year St. John's School was allocated funding for Jersey Pupil Premium.

Jersey Premium children at St. John's School make up for a statistically small group, with classes ranging from two to a maximum of four children in receipt of Jersey Premium. In accordance with data protection guidelines we have shown moderated data for all pupils in Years 2 and 6 only .The total

numbers of pupils eligible for Jersey Premium in Years 1-6 (National Curriculum assessed year groups) totals 17. The total number of non-Jersey Premium pupils in these year groups is 138. Small numbers of children across the school make it very difficult to identify any trends, therefore individual progress measures are recorded for children receiving specific interventions. In addition to this, 54% of our children in receipt of Jersey Premium also receive additional provision for EAL or SEN.

Impact Data

School Performance Data can be found here:

<http://www.stjohn.sch.je/page/?title=School+Data&pid=11>

Further Information:

For more information on Jersey Premium please visit:

<http://www.stjohn.sch.je/page/?title=Jersey+Premium&pid=20>