



St. John's Primary School

Jersey Premium Statement 2020

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 into the world a well informed 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	2019	2020
Jersey Premium Budget	£19,095	33,000
Total number of pupils	197	193
Number of pupils eligible for Jersey Premium inc. CLA / Pre-CLA	19	26
% of pupils eligible for Jersey Premium	10%	13.5%

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 all 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 this 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 2020, many of which are the continuation of successfully proven interventions from 2019. Combined with data analysis, we continue to identify the following barriers:

- Gaps in prior curriculum, particularly in mathematics and spelling.
- Some children on intervention do not always make accelerated progress when compared to their peers.
- Parents to be empowered to support learning at home, particularly with our youngest children in EYFS and KS1

Tackling barriers to learning in 2020 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.

Our Approaches in 2020 – Review of Spending

Chosen action / approach	What is the evidence and rationale for this choice?	Impact	Cost
Weekly small group writing & spelling 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.	One-to-one feedback sessions and weekly small group feedback / improvement groups continued from 2019. The data suggests that these interventions continue to have 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 2021.	£9,625
1:1 / small group intervention in KS1	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. [Source EEF]	Staffing and the upskilling of LSA's has shown a positive impact on some early interventions (phonics teaching, early writing and Reading Response). 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.	£4707.60
Additional 1:1 phonics support for vulnerable learners from non-teaching supply staff in KS1		A whole school 'work scrutiny' was carried out to ensure that there was continuity between planning and activities in children's books (October 2020.) Ways forward to support the children were also discussed, along with a variety of resources and ways in which skills can be embedded. During the previous academic year, all year groups in school were given the target of 70% secure/secure + in Maths and Writing and 80% in Reading. Although external moderation did not take place this year, rigorous internal moderation did take place, led	
Upskilling of all staff including LSA's in the teaching of Letters and Sounds, Reading Response, Boosting Reading.			

		<p>by the Island Lead Moderator. The Island lead Maths teacher also oversaw this process.</p> <p>Pupil Progress Meetings, Assessment Meetings and class data evidenced that, despite Covid-19, classes were close to achieving these aspirational targets, This evidences that the school's tight internal systems and pupil tracking, is consistently rigorous and any concerns with pupils' attainment, swiftly and purposefully responded to with targets developed.</p>	
<p>Weekly small group maths support / 1:1 / within-class attainment grouping for pupils in receipt of JP & vulnerable pupils.</p> <p>In class support for all year groups from the Maths coordinator.</p> <p>High quality CPD in maths.</p>	<p>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, such as multiplication tables or number bonds. 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.</p>	<p>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. Small group interventions with the support of a LSA in whole class maths lessons allow for pupils to have more time to problem solve and complete the tasks required of them. The sessions will continue in 2021 with the additional benefit of further peer mentoring for class teachers from the school's maths' lead / island maths lead teacher in the Maths – No problem! Approach.</p> <p>Our data shows that the impact of CPD training in maths has helped to move learners forward in the subject. More than 60% of pupils are meeting Age Related Expectation or Secure/ Secure+ by the end of the year. Staff received training in Maths No Problem with the support of the Island Maths Lead. Staff feedback shows that teachers are more confident in the delivery of the MNP program.</p>	£2,220
<p>Boosting Reading @ Primary (BR@P)</p>	<p>BoostingReading@Primary is a proven, good practice intervention. Pupils consistently make accelerated gains over four times the expected rate of progress. Research shows 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.</p>	<p>This intervention continues to be successful in accelerating progress in line with what the research identifies and will be continued in 2020. Aware that some children's attainment can drop significantly 12-weeks following intervention, these children will continue to be monitored post intervention.</p> <p>Children have made between 4 – 6 levels of Benchmark Progress over the course of a term.</p>	£2030.00
<p>Reading Response</p>	<p>Reading Reading Response is a follow up program to Reading Recovery. We needed intervention in KS1 as they were not high enough to reach the targets for Boosting Reading. Early reading skills and a high focus in the younger years will allow children to access all areas of the curriculum in a secure way, transferring skills into KS2.</p>	<p>Evidence shows that all children who received Reading Response have made rapid and accelerated progress with one child improving by 7 benchmark levels from L10-L17. All children have made significant progress from this intervention.</p>	LSA
<p>REAM Project</p>	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On</p>	<p>This intervention has proven to be successful in supporting parental engagement at home and will be maintained during 2020 as it marries</p>	On Hold

	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].	nicely with the interventions on offer in maths for Years 1 Currently paused – due to Covid 19	
WellComm	WellComm helps to quickly identify two, three and four year olds with speech and language development issues. The programme can be delivered with ease after training and results have shown a 27% increase in children who screen at the right level for their age in just eight months, after appropriate interventions. The resources available can also be used to target other children in EYFS meaning that for very low cost, we could see a relatively large impact.	Impact is still in the early stages as we have just started the implementation phase. All children from Nursery to Year 1, with additional SEN children in Y2 and Y3 have been screened. An additional member of non-teaching staff has been employed to support Wellcomm and additional training has been provided to support the initiative. The staff member supports the classes where the language needs are and she works with small groups of children in 'time to talk groups' to explicitly teach to the targets set.	£500 Training for staff £200 £4,589.20
Resources	Texts for home readers have been purchased to support the development of language skills and to broaden the vocabulary skills of the children. Letters and Sounds texts to support the phonological development of children. Higher interest low level books have been purchased for KS2.	Impact: These resources broaden the vocabulary skills, improve phonological development. Parental involvement and engagement with parents is increased as all children in KS1 are taking books home to share with their parents. Reading records demonstrate the evidence of this throughout the school.	£2,000 -as from above
Professional Development of staff	Jp and vulnerable Pupil assessment analysis.	Impact: Teachers are given time to evaluate their planning and assessments. JP pupils are highlighted on Provision Maps and targets are set each term. These targets, and any gaps in attainment are addressed and new targets set from this. Data is scrutinised and progress is monitored. Having clear targets and knowing pupils well allows teachers to effectively teach and deliver the curriculum to meet the needs of any vulnerable child in our school. KL evaluates the Provision Maps and assists teachers to set SMART targets for any vulnerable pupils in school.	£960.00
			Total Spend = 32,942.80

Children in receipt of pupil premium at St. John's School make up for a statistically small group, with classes ranging from zero to a maximum of seven children in receipt of Jersey Premium. 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.

Further Information:

For more information on Jersey Premium please

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

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