

# St. John's Primary School



## Jersey Premium Strategy 2021

Cohort & Funding	2021
Jersey Premium Budget	38,000
Total number of pupils	193
Number of pupils eligible for Jersey Premium	31
% of pupils eligible for Jersey Premium	16%
Publish date	31.1.21
Review date	20.12.21
Jersey Premium lead	Kelly Loveless

### Teaching projects

Project and Rationale	Expected Outcome
<p><b>Aim:</b> To improve language and communication skills in the early Years.</p> <p><b>Activity:</b> The WellComm Programme will be used to deliver language teaching groups to pupils in Nursery and Reception who are identified through a screening programme as having gaps in their acquisition, understanding and use of language and communication.</p> <p>The children will be regularly tracked and the progress of their language skills will be monitored by class teachers.</p> <p>All Nursery staff, including 3x nursery officers, 1 Reception teacher, the Year 1 and Year 2 teachers as well as 2 further LSA's will receive training to support this delivery. This will ensure that all members of staff who work with children in EYFS, Foundation and KS1 will develop their own CPD through a cohesive understanding of the use of language in younger children.</p> <p>Speech and Language therapist Hannah Poynton is providing time to staff to deliver training. 3X 1.5hr sessions. This will ensure consistency in the delivery of the programme through Nursery, Reception and KS1.</p>	<p>Pupils in receipt of Jersey Premium funding improve in language skills in the early years.</p> <p>There will be greater staff confidence in the delivery of the programme.</p> <p>Assessments will show that 90-95% of all children are able to make progress in moving through the different stages over the course of the year.</p> <p>Progress will be tracked and monitored. This will inform future targets and aims for small teaching groups.</p>

Project and Rationale	Expected Outcome
<p><b>Aim:</b> To develop a consistent approach to how phonics (EYFS, Foundation, KS1) and spelling (KS2) is delivered throughout the school.</p> <p><b>Activity:</b> Through CPD and training from the island English Lead Caroline Whitehead, all teaching staff, including LSA's will be trained in the delivery of phonics across the school. The Letters and Sounds Programme will be used to deliver phonics and spelling from Nursery to Year 3 and the delivery of spelling from Year 4-6.</p> <p>Staff will be confident and consistent in their approach to the delivery of phonics and spelling throughout the school.</p> <p>The Literacy Coordinator will have subject leader release time to monitor and deliver further CPD to all staff throughout the year. This will take place through observations of lessons, feedback to staff, peer coaching, subject reviews and staff meetings. An independent review of this will take place in March with the guidance of the head teacher, Trudie de la Haye, the literacy coordinator Heather Paul, the schools senior advisor Maggie Eldridge-Mrotzek as well as the English advisor for the department Caroline Whitehead. This will ensure that all staff have up to date and current training allowing them to feel confident to deliver the programme.</p>	<p>Pupils in receipt of Jersey Premium Funding will make good progress in spelling and there will be an increase in the pupils working at ARE (age related expectation).</p> <p>Consistency and progression of skills is evident across all year groups from Nursery through to Year 6.</p> <p>By the end of Nursery, all children will be able to articulate and recognise all 26 initial sounds.</p> <p>By the end of KS2 the vast majority of pupils will achieve a standardised score of 100 or above in the HeadStart Spelling Assessment.</p>
Project and Rationale	Expected Outcome
<p><b>Aim:</b> To improve standards in reading across the school.</p> <p><b>Activity:</b> A reading project will take place this year to develop reading skills in Year 1 and Year 3. This is being led by the Deputy Head Teacher. The DHT will work alongside the Year 1 and Year 3 class teachers to meet with them fortnightly for 1 hour per session. Class teachers will teach targeted groups of children specific reading skills as required, to improve children's confidence in reading. Staff are released to develop CPD.</p>	<p>Pupils eligible for jersey Premium funding make progress in line with non-Jersey premium pupils in reading.</p> <p>Pupils in Year 1 will improve their benchmark level by 3 levels over the course of a 12 week term.</p> <p>Over the course of the year, Y1 pupils BML will improve by 8-9 levels from their starting points.</p> <p>All pupils by the end of Year 6 will achieve BML 25 or above.</p>
Project and Rationale	Expected Outcome
<p><b>Aim:</b> To understand where the gaps are in Numeracy skills across the school from Reception to Year 6.</p> <p><b>Activity:</b> 8 pupils will be targeted with 50% in receipt of JP. All of the 8 children are emerging within their year group curriculum and due to lack of number sense and visualisation skills, are currently unable to access their year group curriculum to a degree of independence. A working group led by the Maths lead has been set up to develop this project. It is intended that they will work with those pupils identified and evaluate the impact of the interventions provided. They will then share their findings with the rest of the school so that all pupils can benefit. Staff will be released.</p>	<p>To develop confidence and ability to transfer number skills to problems and challenges in number.</p> <p>This will enable all pupils to access their year group curriculum with increased independence.</p> <p>Staff will develop their own confidence in the delivery of maths across the school.</p>

Project and Rationale	Expected Outcome
<p><b>Aim:</b> To monitor and evaluate the impact of all interventions.</p> <p><b>Activity:</b> Senco/JP lead to oversee the deployment of LSA's as well as monitor and track progress of individual pupils in receipt of JP/EAL/SEN or well-being. EAL pupils will also be monitored and class teachers are released to spend 1 hr a term discussing the needs of the EAL pupils in school. SLT meetings allow opportunities to discuss the needs of high priority children in school and whether support and interventions in place are having an impact. The Senco is released 1x day a week to meet with class teachers to discuss all needs of children and to write Provision Maps. Entry data and exit data is analysed. This allows for all class teachers to have ownership over all the needs of the pupils and to monitor all groups of children.</p>	<p>Regular progress meetings with staff will allow for tracking and monitoring progress of pupils in receipt of JP.</p> <p>Class observations of pupils in receipt of JP will help teachers to raise standards across the school.</p>
<b>Total Predicted Expenditure</b>	21,100

## Targeted academic interventions

Project and Rationale	Expected Outcome
<p><b>Aim:</b> To raise standards in writing with a focus on spelling.</p> <p><b>Activity:</b> <b><u>Additional Teacher support</u></b> in Y3,4,5 Pupils in receipt of JP will be the focus in small group spelling intervention. Pupils will know what their targets are and work towards these. Progress will be monitored and tracked and outcomes celebrated.</p>	<p>Vulnerable pupils as well as those in receipt of Pupils in receipt of JP will be able to access the curriculum with greater independence. Targeted pupils will move from Emerging to Developing or Developing to Secure by the end of the year. Standardised scores from progress test will show that 80% of pupils are ARE or exceeding these expectations. Termly assessments will show progress</p>
<p><b>Aim:</b> To raise standards in reading in KS1</p> <p><b>Activity:</b> <b><u>Reading Response in KS1</u></b> Class teachers will have 'focus children' that allow for high quality teaching in raising standards. Reading Response will be an intervention used to raise standards in reading in KS1.</p>	<p>Focus children including those in receipt of Jersey Premium will move from developing to secure.</p> <p>Children will move their benchmark level forward by an increase of between 8-10 levels over 12 weeks.</p>
<p><b>Aim:</b> To support vulnerable learners including those in receipt of JP to access the curriculum with support.</p> <p><b>Activity:</b> <b><u>LSA intervention support in KS1</u></b> in Reading, writing and maths. Quality first teaching will allow for smaller group size to support different needs of pupils. Children will access the curriculum with support. Children will know what their targets are and will work with support to achieve these.</p>	<p>Pupils will make expected progress or accelerated progress. Pupils in receipt of JP will be monitored and progress in reading, writing and maths will be tracked termly. Standardised spelling scores will show an improvement by the end of the term.</p>
<p><b>Aim:</b> To improve standards in spelling and reading.</p> <p><b>Activity:</b> <b><u>LSA intervention support in KS2 for writing.</u></b></p> <ul style="list-style-type: none"> <li>• <b>Hornet as an intervention 1:1</b></li> </ul>	<p>Pupils will move from Developing to Secure or from Emerging to Developing by the end of the year. Improved standards in spelling – children will be</p>

<ul style="list-style-type: none"> <li>• <b>Toe by Toe 1:1</b></li> </ul> <p>Class teachers will have focus children that allow for high quality teaching in raising standards. Pupils in receipt of specific targeted intervention will improve in reading and writing. Evidence from last years' data supports this outcome.</p>	<p>able to spell more high frequency words accurately.</p> <p>Improved standards in reading – children will gain confidence in reading and raise their reading levels.</p>
<b>Project and Rationale</b>	<b>Expected Outcome</b>
<p>Aim: To raise standards in reading in KS2</p> <p><b>Activity: Boosting Reading in KS2</b></p> <p>Class teachers will have focus children that allow for high quality teaching in raising standards. Additional intervention will allow for support children through Reading Response to raise standards in reading in KS2.</p>	<p>Focus children will move from developing to secure.</p> <p>Children will move their benchmark level forward by an increase of at least 5 levels over 12 weeks.</p>
<b>Project and Rationale</b>	<b>Expected Outcome</b>
<p>Aim: To develop comprehension and inference skills in reading in KS2.</p> <p><b>Activity: Accelerated Reader</b></p> <p>Children will have a higher level of comprehension and deeper level of understanding of the text. Children will foster a love of reading and have access to the school library. They will be encouraged to read at home and at school.</p>	<p>Reading levels will improve across the whole school.</p> <p>100% of KS2 children will be accessing the AR Programme by the end of Y3.</p> <p>Pupils will develop a deeper understanding of the text and improve their comprehension levels.</p>
<b>Total Predicted Expenditure</b>	9,400

## Wider Strategies

<b>Project and Rationale</b>	<b>Expected Outcome</b>
<p>Aim: Well – Being and ELSA</p> <p>To ensure that all children's emotional needs are addressed.</p> <p>Activity: Pupils will be able to express their emotions and feel they have been listened to. Concerns will be raised and discussed with relevant members of staff. Pupil feedback from questionnaire will provide positive feedback</p>	<p>ELSA is provided for a 6 week course.</p> <p>Emotional barriers will be identified early on and impact on learning will be minimised.</p> <p>Pre and Post assessments will show an improvement in well – being.</p>
<b>Project and Rationale</b>	<b>Expected Outcome</b>
<p>Aim: To ensure that all staff have up to date training to ensure high standards of safeguarding, Rights Respecting Schools, First Aid and relevant teaching and learning CPD.</p> <p>Activity: Virtual College Training for all staff including the caretaker, administrators, LSA's and class teachers to ensure the highest levels of standard. RRS lead will be released to provide training to staff and to work alongside class teachers to develop a RRS ethos throughout the school.</p>	<p>All staff will have completed relevant training</p> <p>Silver Accreditation for Rights Respecting School by Summer 2021</p>
<b>Total Predicted Expenditure</b>	7,500