



## Bel Royal Jersey Premium Statement 2018

**Jersey Premium Funding: 2018 - £45,800**

Jersey Premium Funding 2018 allocated % spent as follows:

|   |  |                                      |
|---|--|--------------------------------------|
| <u>Teaching and Learning Materials, which covers</u> - 37%<br>£16,946.00  | <u>Staffing for Pupil Learning Interventions</u> - 58%<br>£26,564.00   | <u>Contingency</u> – 5%<br>£2,290.00 |
| <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Guided reading books</li> <li>• REAL resources for EYFS</li> <li>• Resources for the development of language</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher/Pupil conversations</li> <li>• INSET/ Staff Training</li> <li>• BR@P (Boosted Reading at Primary)</li> <li>• EYFS release for early language development</li> </ul> |                                      |

**Number of children eligible for Jersey Premium in 2018: 59 out of 222 pupils or 27 %**

**Principles of the Jersey Premium – [Click here to take you to the Jersey Premium fact sheet](#)**

Jersey Premium funding is a commitment from the States of Jersey that has been introduced to help all children get the best from their education, regardless of their background or potential barriers to learning.

**Bel Royal School Ethos: [Click here to take you to the Big Picture](#)**

Our motto is: **Achievement Together**

*The core purpose of Bel Royal School is to provide engaging opportunities so that children develop their own learning skills within an inclusive community.*

Bel Royal is an inclusive learning community and as such we celebrate and embrace diversity at Bel Royal School. This school is committed to developing quality learning experiences for all children within its community. At Bel Royal School we understand that some circumstances outside of school may create barriers for success for children. Our approach and ethos is aiming to work in a positive partnership with pupils, parents and staff so as to raise aspirations and attainment and to promote a broad and balanced curriculum of entitlement for all.

Although financial support is provided for school specifically for children who are entitled to Jersey Premium, improved educational outcomes for children are best achieved through ensuring high quality practice throughout the school. In this way children are helped to achieve the best possible outcomes according to their own starting points.

### **Understanding potential obstacles to achievement:**

Research and evidence about tackling educational disadvantage means that we must first be clear on the barriers to learning within our school community and last year we identified;

- A language deficit – both a gap in vocabulary, the ability to formulate sentences and communicate clearly. Overcoming these barriers is a long process.
- Motivation and positive attitudes – there were issues with attendance, punctuality, parental engagement in learning
- Inconsistent spelling and sequencing – a gap in children’s phonic knowledge needed for writing and reading.
- Reading – increase opportunities for children to read and engage with books.

The additional funding provided by Jersey Premium allows for the targeting of these obstacles in order for all children to attain and achieve and to draw on and develop their potential.

It is the responsibility of the Head teacher in liaison with the lead teacher for Jersey Premium to ensure that the school produces on an annual basis a report relating to this initiative.

Sonia Burton Head teacher Bel Royal School December 2018



The Jersey Premium provides additional resources for us to invest in activities that will have the greatest impact on pupil achievement.

All schools are able to determine how their Jersey Premium funding is used. It is for Head Teachers to determine how Jersey Premium funding is allocated.

| Areas of development   | What did we do?   | What was the impact?  | Next Steps for 2019   |
|--|---|---|---|
| <p><b>1. Maximise the impact of teaching by teaching assistants</b></p>                    | <p>MITA project – our school is part of the Maximising the Impact of Teaching Assistants project</p>  | <p>To provide quality first teaching for all;</p> <p>All support staff hear the same core messages.</p> <p>They have received the same training from their line manager.</p>  | <p>Continue with the training for MITA project for all support staff in line with the development plan</p> <p>To ensure that key teaching staff train the assistants in core areas like feedback, oracy, phonics, reading</p>   |
| <p><b>2. To develop a high quality language rich environment across the school</b></p>     | <p>Introduced Oracy in September 2017 INSET and subsequent staff meetings</p> <p>Introduced Big Talk sessions across the school September 2017</p>  | <p>There are pockets of improvement but we need to develop consistency.</p> <p>The Big Talk sessions were found to have little impact, in part because of the difficulties of linking this to our new cross-curricular approach, and have been stopped</p>  | <p>For all these initiatives;</p> <p>Continue and refocus staff CPD on core strategies.</p> <p>Ensure we have additional staff with the skills to ‘drive’ our initiatives</p> <p>Release lead staff to insure consistency, quality and impact of the process across the school</p> <p>Evaluate the impact of these initiatives in collaboration with the school SA</p> <p>Order relevant resources for short texts for Reciprocal Learning</p> <p>To link Oracy to developing writing skills to increase the proportion of children achieving secure year group expectations</p>                          |
| <p><b>3. To develop a high quality language provision in our Early Years provision</b></p> | <p>Purchased resources to encourage communication and language skills, including the WellComm language pack</p> <p>Attended the MCLP2 (Maximising Children’s Learning Potential 2) training for Reception and KS1 and we are currently developing effective learning areas for language and involvement</p> <p>Helicopter training has enabled staff in Reception and Year 1 to implement this with a link to writing</p> <p>Introduced REAL (Raising Attainment in Literacy) across the EYFS and purchased book packages to support school/home learning</p> | <p>Employing a ‘communication’ assistant whose main focus is effective interactions in the EYFS</p> <p>MCLP2 – we are currently developing our indoor and outdoor learning areas to promote language</p> <p>Evidence – EEXAT data shows that the children in EYFS made above expected progress for this cohort</p> <p>Helicopter Stories is a new project and we are beginning to see progress in the children’s participation and motivation</p> <p>REAL data showed expected improvements</p> | <p>Increase the hours available for the ‘communication’ TA</p> <p>All EYFS staff (minimum) to receive the WellComm training between January and March 2019</p> <p>To set up shared learning areas for KS1 and class specific areas as part of the MCLP2 and to be develop an evaluation format for monitoring the learning in these areas</p> <p>To have evaluative observations of Helicopter story sessions and to monitor and track the progression of their language skills and any related writing</p> <p>Release staff key EYFS to make home visits for the REAL project and promote REAL Maths</p> |

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|--|--|--|--|
| <p><b>4. To ensure that children are reading at Age Related Expectations or above and enjoyment of reading is high</b></p>                         | <p>Purchased new guided reading books for KS1 &amp; KS2</p> <p>Became part of the ECOF (Every Child Our Future project) and Pets as Therapy volunteer reading programme</p> <p>Delivered BR@P – Boosted reading at Primary programme – implemented by trained teaching assistants</p> <p>Introduced Reciprocal Learning with the Literacy Senior Advisor delivering training Spring Term 2018</p> <p>Revised our approach to phonics to ensure consistency and impact</p> <p>Lead English/JP Teacher coached, and team taught, phonics with staff in KS2</p> <p>Purchased Phonics resources for consistency and quality first teaching across KS1</p> <p>Set up and organised a whole school Library as a 'Reading Zone' for all</p> | <p>Evidence shows significant progress in the phonics and spelling from the baseline entry points taken when the interventions began in KS2</p> <p>In KS1 there was accelerated reading progress from the starting points - above level 17 increased by 9%, above level 10 increased by 16%</p> <p>3 Teaching assistants ran the BR@P programme last academic year in the Spring and Summer terms</p> <p>For BR@P evidence of improved outcomes were the key stage reading levels which showed a substantial increase in levels for all 13 children involved in Year 1 and 2, with children moving on average between 8 and 10 levels</p>  | <p>Provide CPD for staff on guided reading and reciprocal learning and comprehension in collaboration with the Literacy SA</p> <p>Release the Lead Teacher for monitoring and evaluation of reading and phonics programme</p> <p>Continue to add to the School Library, to build a wider range of whole class reading texts</p> <p>Improve reading assessment by purchasing revised Benchmarking kits and training staff</p> <p>Continue with reading volunteers across the school, developing links with the class teachers</p> <p>Continue running the BR@P programme</p> <p>Set up a system for all classes to monitor borrowing of books from the library</p> <p>Introduce dedicated reading sessions with use of timetabled teaching assistants for all year groups.</p>  |
| <p><b>5. To enhance children's attitudes and dispositions towards learning with respect to positive engagement, challenge and independence</b></p> | <p>Introduced the Learning Detectives Programme for UKS2</p> <p>Provided extra-curricular Sports Activities</p> <p>Held a pupil-parent Literacy conferencing session in the Spring term where the children demonstrated their positive attitudes towards learning and exercised their 'learner's voice'</p> <p>Supply to release teachers to hold weekly pupil-teacher learning conversations</p> <p>Family support was given to improve attendance for specific families</p>  | <p>Children commented that the Learning Detectives improved their confidence and helped them feel part of a community and that their ideas were valued.</p> <p>The extra-curricular sports supplied by Jersey Sports in KS1 have been extremely popular. It is not so heavily supported in KS2. It has increased the children's engagement and physical confidence.</p> <p>Pupil-parent conferencing – we had a good turnout in KS1, less so in KS2</p> <p>Pupil-teacher conversations allowed us to offer 1:1 support between January and July. This was not so impactful due to sporadic release time, some cohorts having more premium children than others and little time for the children to work on their targets consistently</p> <p>Data shows that attendance improved</p> | <p>The Learning Detectives programme is going to be altered to have an Oracy focus and will have a dedicated Lead Teacher</p> <p>To fund a Jersey Sports coach to best meet the needs / interests of the premium children through extra-curricular sports. Allowing co-coaching with class teachers as CPD. To evaluate how skills learnt in these sessions impact on the children</p> <p>We need to identify strategies and plan to raise parental engagement in the school community in terms of a partnership to improve attainment</p> <p>From September 2018 onwards we have a non-negotiable timetable for the premium conversations, which are run on a 3 week cyclical basis and pro-rated to the amount of JP children in their cohort. We will be monitoring the impact of these sessions on learning and tracking pupil progress on their targets</p> |