



Bel Royal Jersey Premium Strategy for 2019

Jersey Premium Funding: 2019 - Finance details to be added once budget confirmed

Number of children eligible for Jersey Premium in 2019: 49 out of 219 pupils or 23 %

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.

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.

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.

Understanding barriers to achievement:

We used school data, observations and comments from our 2018 school evaluative process to help us identify barriers to attainment. We have analysed this data and identified the issues we need to address as a whole school. This financial year the barriers impacting on attainment are;

- **Low reading levels on leaving** – consistency in delivery, approaches and language used across the school
- **A language deficit** – a gap in the ability to articulate learning, to reason, explain and ask questions and the ability to formulate sentences, communicate clearly and use age appropriate vocabulary from Early Years upwards. Overcoming such barriers is a long process and requires a range of strategies.
- **Feedback** – inadequate impact on skill development from pupil teacher conversations
- **Basic IT support for Literacy** – a gap in interactive support for comprehension, spelling and communication strategies
- **Motivation, perseverance and resilience** – the development of transferable skills from activities they engage in to those they find more tricky

Tackling these barriers: [Click here to go to Education Endowment Toolkit](#)

Tackling these barriers, our rationale behind our strategies and how we will measure impact is detailed in the plan below.

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 January 2019



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Area of Development	What will we do?	Rationale	How will we measure impact?
<p>Ensure children are reading at age appropriate expectations with 80% secure</p> <p>Forecasted spending: approx. 10% £4,500.00</p>	<p>Provide CPD for staff on guided reading and phonics</p> <p>Set regular, non-negotiable guided reading times across the school which will include support staff</p> <p>Introduce reading journals</p> <p>Continue with the ECOF (Every Child Our Future) / Reading Volunteers programme and to send out feedback forms to the parents</p> <p>Introduce workshops for guided reading for parents</p> <p>Purchase more books for our Library 'Reading Zone'</p>	<p>Data shows we need to improve our reading levels, especially in KS2</p> <p>To ensure a consistency across the school of approach and language used</p> <p>To ensure all children participate in an impactful reading session with their cohort and run by an adult</p> <p>School evaluation process confirmed that children need to develop reasoning and be able to generate questions</p> <p>The volunteers offer a quality 1:1 time with the children additional to their class entitlement</p> <p>To engage parents, to deepen their understanding of reading and to enable them to better support their children</p> <p>To encourage an enjoyment of reading for pleasure, and research</p>	<p>Benchmarking</p> <p>Comprehension assessments</p> <p>Learning Walks</p> <p>Release the Lead Teacher for monitoring and evaluation of reading, phonics programme, and to review parent feedback</p> <p>All points - Evaluate the impact of these initiatives in collaboration with the school Senior Advisor (SA) and Senior Leadership Team (SLT)</p>
<p>To develop a high quality, language rich environment across KS1 and KS2</p> <p>Forecasted spending: approx. 5% £2,000.00</p>	<p>Provide Continuous Professional Development (CPD) for staff on guided reading and phonics during staff meetings</p> <p>Introduce 'Talk Detectives' process into each class as part of the Oracy programme</p> <p>To purchase short texts for Reciprocal Learning</p>	<p>To 'drive' the projects and ensure we have regular time for staff to feedback, to discuss the impact and explore progression</p> <p>To develop consistent language and approach across the school, and across the curriculum</p> <p>To link Oracy to developing writing skills to increase the proportion of children achieving secure ear group expectations</p> <p>Children need to be able to generate their own questions and become engaged in Oracy for learning</p>	<p>All points -</p> <p>Release the Lead Teachers for monitoring and evaluation of Oracy and phonics programme, looking at planning – lesson observations, book trawls and displays and pupil focus groups</p> <p>Evaluate the impact of these initiatives in collaboration with the school SA and SLT observations</p>



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Area of Development	What will we do?	Rationale	How will we measure impact?
<p>To raise attainment by developing impactful pupil teacher conversation sessions</p> <p>Forecasted spending: approx. 35% £16,000.00</p>	<p>Sessions will be non-negotiable and ran on a 3 week cyclical, pro-rata basis</p> <p>Supply cover for pupil-teacher conversations will be a priority</p> <p>Pupil – teacher conversations will be recorded and pupil targets set</p> <p>Parts of these sessions will be used to include children with similar needs from within that cohorts</p>	<p>To ensure that children can talk purposefully about their learning and own targets</p> <p>That the children are focussing on appropriate and impactful targets to enable them to aspire towards securing their learning</p> <p>Teachers can have in depth learning conversations with the students to help them develop their skills, and learning traits</p> <p>The class teacher, as the lead professional, is running small group interventions</p>	<p>All points - Termly the Lead Teacher will look at the record sheets</p> <p>Termly the Lead Teacher will meet with all the class teachers to review and evaluate the process</p> <p>The Lead Teacher will check that we are identifying small specific targets to enable progress and, in collaboration with the class teachers, discuss small step skill development</p>
<p>Ensure children are experiencing effective interactions in the EYFS (Early Years Foundation Stage), during their play based learning</p> <p>Forecasted spending: approx. 20% £9,000.00</p>	<p>To employ an additional, part-time support worker in EYFS to develop communication</p> <p>All EYFS staff (minimum) to receive the WellComm (a Speech and Language Toolkit for Screening and Intervention in the Early Years) training between January and March 2019</p> <p>To purchase resources to encourage communication in the EYFS</p> <p>Raise Early Achievement in Literacy (REAL) visits & events to be undertaken and feedback forms introduced</p> <p>To release staff to set up shared learning areas for KS1 and class specific areas as part of the Maximising children's Learning Potential (MCLP2)</p>	<p>To develop effective interactions and support communication in EYFS</p> <p>To increase children's ability to talk about books and to upskill and engage parents in their children's learning, by using the language of learning</p>	<p>Lead Teacher to monitor and review the data produced from WellComm, REAL and EExAT (Early Years Assessment and Reporting System) with the class teachers</p> <p>Review parent feedback</p> <p>Observations of classroom interactions, pupil to pupil, pupil to teacher and teacher to pupil</p>



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<p>To develop the use of IT to support spelling and communication strategies</p> <p>Forecasted spending: approx. 10% £4,500.00</p>	<p>Explore the Cracking Comprehension Programme</p> <p>To purchase the Alan Peat app for reading comprehension</p> <p>Explore other programmes to support Literacy</p>	<p>To uplevel children’s comprehension skills and ability to apply these skills to a wider context</p> <p>IT facilities enable some children to develop skills in a more structured manner, to improve working memory and ability to apply skills</p>	<p>Lead Teacher to look at Literacy data with the class teacher to evaluate impact and progression</p> <p>Class observations and book looks by the Lead Teacher</p>
<p>To raise levels of resilience and perseverance skills via the challenge of social learning opportunities</p> <p>Forecasted Spending: approx. 20% £9,000.00</p>	<p>Pay for Jersey Sports Coach for 2 days per week to work with all Year groups once a week (Reception – Y6)</p> <p>Talk Detectives</p> <p>Rights of children programme</p>	<p>To offer the opportunity for children to access extra-curricular sports clubs</p> <p>Children to access development via PE literacy approach allowing them to learn a range of PE skills and apply them to class contexts e.g. perseverance</p> <p>To provide Continuous Professional Development to all staff to enable them to deliver ‘quality first teaching’</p> <p>Children to develop self-confidence improve self-esteem, develop transferable skills e.g. perseverance, collaboration</p>	<p>Class teachers to observe, develop and utilise the transferable skills in class</p> <p>School SA to speak with children and SLT, and class teacher observations</p> <p>Lead teacher to monitor attendance to clubs</p> <p>Class Teacher to observe the unique child recording observations about Learning Trait development and to use these in class contexts</p>