

Jersey Premium strategy statement 2023

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School overview

Detail	Data
School name	Bel Royal
Number of pupils in school	210
Proportion (%) of Jersey Premium eligible pupils	24%
Academic year/years that our current Jersey Premium strategy plan covers	Nursery through to Year 6
Date this statement was published	Jan 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	C Hammond
Jersey Premium lead	D Mills

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£68, 500
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68, 500

Part A: Jersey Premium strategy plan

Statement of intent

The aim of our Jersey Premium (JP) Strategy is to ensure that our JP pupils make good progress and achieve high attainment across all subject areas, and that there is no gap in achievement between these pupils and their peers.

Research undertaken by the DfE and the EEF shows that the greatest impact on all children's learning and development is through high quality teaching and learning and a broad and balanced curriculum. By providing our community with a wide range of real-life authentic experiences, including the arts, sporting, cultural and spiritual opportunities, we are developing children's wider understanding of the world and inspiring future aspirations.

Current and historical surveys indicate that many of our children have restricted access to extra-curricular activities and enrichment activities due to financial implications and so our strategy is a direct response to this to ensure that all children have equitable access to these essential entitlements.

As a school we aim to ensure that all children regardless of their backgrounds, starting points and needs receive their full entitlement to the best possible education resulting in positive outcomes.

Our strategy includes teaching and curriculum development projects, targeted interventions, and wider strategies to address inequities in cultural capital for our children and directly links to targets in our school development plan.

See sections on intended outcomes below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The recent Jersey review highlighted inconsistencies in the quality of teaching and subsequent progress and attainment for some groups of children. The challenge therefore is to ensure consistent outstanding teaching is embedded across the school and curriculum, leading to improved achievement across the school.

2	Data shows that in most year groups JP children are achieving at age related expectations and making progress from their starting points. In Year 4 and Year 6 however currently less than 50% of JP children are on track to be secure in reading and writing. This will be a focus area for targeted support and intervention.
3	JP children have limited access to extra-curricular activities due to staffing and /or financial restraints which limit access to externally run clubs, such access to the arts and music tuition.
4	Due to the challenges presented by schools' location on drop off, pick up and the limitations these places on parental involvement and contact with class teachers, opportunities to work collaboratively need to be further developed.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Ensure all teaching is consistently effective.</i>	Monitoring and observations show teaching to be consistently effective and meets the needs of all children in all subjects. Children are making good progress because of quality first teaching, learning and assessment. All teachers have high expectations for, and are promoting positive behaviour for learning approaches Teachers show understanding of the strengths and needs of individual children and are adapting teaching accordingly.
<i>Pupils make good progress from their different starting points because gaps in learning are identified quickly through robust and accurate diagnostic assessment.</i>	Teaching is adaptive and responsive to pupils' needs. Pre-teaching and same day intervention is integral to teaching practice. Pupils learn from their mistakes and are developing their resilience, independence and self-help strategies.
<i>Pupils in Year 4 and 6 will have made accelerated progress from their starting points towards working at age related expectations</i>	Targeted in class intervention will have successfully supported teaching and learning in Year 4 and 6, and children will demonstrate improved learning behaviours and self-confidence. Data will show a large majority of children in receipt of JP Funding have closed the gap to be working at age related expectations or above in reading, writing and Maths. This will be evidenced by: <ul style="list-style-type: none"> • RWI assessments, PIRA, PUMA, and GAPS data,

	<ul style="list-style-type: none"> • intervention entry and exit data, • ongoing teacher assessment (SIMS key objective records) • Internal and external moderation, • benchmarking and comprehension evidence. <p>All children are making positive progress in reading, writing and maths, and least 75% of JP children achieve age related expectations for reading, 70% for writing and 80% for maths across the school by July 2023</p>
High quality curriculum which is well resourced is accessed by all and used to inspire and motivate pupils.	<p>Pupils receive full curriculum entitlement in all subject areas. These subject areas will meet statutory requirements and will make use of opportunities to contextualise learning to Jersey, their own cultures, and the wider world.</p> <p>High quality, progressive MT plans in place across the school for wider curriculum, which will identify enrichment opportunities such as trips, visits, and visitors, as well as identifying opportunities to explore and celebrate our wider cultural links.</p> <p>Improved, rich resourcing will be in place which supports the delivery of and access to the newly developed wider curriculum which includes increased development of enrichment opportunities.</p>
To provide a wide variety of cultural and sporting opportunities for our children to access a rich and diverse curriculum	<p>Majority of JP children engage with and have access to a wider variety of external providers. School ensures that there are no barriers to our JP/disadvantaged children in accessing them.</p> <p>Records will show that all JP children have been offered access to, and most JP children are accessing an extracurricular activity or club opportunity club, have access to performance singing, the opportunity to play an instrument</p>

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop subject leaders across each area and to</i>	<p>Consistent cycle of successful strategic planning depends with monitoring and evaluation of all elements.</p> <p>Enabling dedicated members of staff with the time to carry this out is essential.</p>	1, 2

<i>support teachers in the planning and delivery of high-quality teaching and curriculum.</i>	D of E implementation guidance for effective CPD EEF Effective Professional development - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
<i>Staff release to observe share good practice in schools across the island.</i>	D of E implementation guidance for effective CPD	1, 2,
<i>IT CPD with outside provider (Alissa Ozouf) including further investment in devices and support structures resources for curriculum and home learning.</i>	D of E implementation guidance for effective CPD	All
<i>Further development of wider curriculum to support access to high quality learning at appropriate pitch with full access to complete curriculum entitlement. Continue to develop resources for the above</i>	HMCI commentary on primary and secondary curriculum research indicates most effective curriculums in place where local context and pupil needs are considered when developing the school's curriculum. To address the needs of our most deprived children, it should seek to address the knowledge and skills lacking from the home environment through a balance of skills and knowledge. We should ensure that our curriculum is enriched through well planned and regular trips which are tightly linked to our curriculum.	All

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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide in class support for literacy and numeracy in Year 4 and 6 2 x am supply per week</i>	Previous years impact data EEF guidance and related research	1,2,4,
<i>Rapid Reader intervention</i>	NFER research indicates Rapid Reader can improve a child's reading age by significantly more than the normal rate of progress	1,2 4,
<i>Complete Maths</i>	Complete Maths purchased by CYPES for use in all schools as a tuition approach and diagnostic tool.	1,2,3,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop extra-curricular provision to provide access to Arts, Music, and sporting specialists</i>	Research shows that access to arts and sports activities has important educational value both in themselves and for underpinning academic attainment in the wider curriculum, particularly in maths and literacy. Integrating both sport and cultural/spiritual activities has a positive effect on mental health and wellbeing, builds confidence and self-esteem, and can also reduce levels of anxiety, stress, and depression.	2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<i>Pastoral Support Lead/ELSA: To support and improve attendance and coordinate family support and ELSA provision. To develop well-being and mental health strategies across the school, as well as providing first point of contact and links to other agencies for families.</i>	Impact data on attendance shows reduction in low attendance for several of our JP children and increased access to support networks- impact has meant higher attendance and punctuality, with increased access to curriculum entitlement impacting positively on progress	4
<i>Support parents to support their children in language, reading, mathematical and other developments</i>	<p>Parent voice indicates desire to support, but also feeling anxiety about not knowing how to.</p> <p>The Children's Plan published by the Department for Children, Schools, and Families (DCSF) in 2007 sites research shows overall positive impact of parental involvement in supporting their children's learning</p>	3, 4,

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2021 to 2022 academic year.

<p><u>Aim</u> <i>Reduce variation in attainment in language for JP children compared to peers (EYFS)</i></p>	<p>Evaluation</p> <p>The early identification of JP children with early language acquisition needs through the Wellcomm programme has been established in Nursery / Reception to small groups of children identified through screening as having gaps in their language acquisition, understanding and use of language and communication. We are reducing the variation in attainment in language for JP children by early identification of language proficiency through Wellcomm and Bell Foundation assessments. These are undertaken by Nursery teacher and then bespoke Wellcomm intervention has been delivered by TA to address the variation.</p> <p>Staff previously trained in the programme in Nursery and Reception are confident and delivering the program to children with the result that JP pupils have improved language and communication outcomes in the early years, in line with non- JP peers.</p> <p>55%% of JP children achieve ELG in all areas by July 2022 with 78% achieving in speaking and, listening, attention and understanding.</p> <p>All Nursery children were assessed against the Welcome assessment framework in September, and the identified children receive 1-1 support to work through the program in daily sessions. Exit data showed that the gap had been closed for 33% of children receiving intervention, the other 66% have made significant progress and have moved from band A into band B on the Bel foundation communication strands and will receive continued support and welcome intervention.</p> <p>All staff were involved in significant training around early language acquisition and development and have implemented these strategies effectively through continuous provision.</p>																																
<p><u>Aim</u> <i>Reduce variation in attainment in reading, writing and maths for JP children compared to peers</i></p>	<p>Evaluation</p> <p>Data shows a continuing reduction in the variation of JP children achieving Developing or Secure at the end of Key stage 1</p> <table><tr><th colspan="4">% School</th><th colspan="4">% All Mainstream Govt Schools</th></tr><tr><th>AcademicYear</th><th>Mathematics</th><th>Reading</th><th>Writing</th><th>AcademicYear</th><th>Mathematics</th><th>Reading</th><th>Writing</th></tr><tr><td>2021/2022</td><td></td><td></td><td></td><td>2021/2022</td><td></td><td></td><td></td></tr><tr><td>JP</td><td>67%</td><td>78%</td><td>78%</td><td>JP</td><td>82%</td><td>82%</td><td>77%</td></tr></table> <p>In Year 4 (end of Lower Key stage 2)</p>	% School				% All Mainstream Govt Schools				AcademicYear	Mathematics	Reading	Writing	AcademicYear	Mathematics	Reading	Writing	2021/2022				2021/2022				JP	67%	78%	78%	JP	82%	82%	77%
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% School				
AcademicYear	Mathematics	Reading	Writing	
2021/2022				
JP	67%	67%	67%	

% All Mainstream Govt Schools				
AcademicYear	Mathematics	Reading	Writing	
2021/2022				
JP	80%	86%	78%	

And in Year 6 (end of Key stage 2)

% School				
AcademicYear	French	Mathematics	Reading	Writing
2021/2022				
JP	67%	83%	83%	83%

% All Mainstream Govt Schools				
AcademicYear	French	Mathematics	Reading	Writing
2021/2022				
JP	81%	73%	79%	78%

RWI catch up has been used for identified pupils to reduce the variation of the gap in phonic knowledge and application for JP children in KS1 and specific targeted JP children in lower KS2 to close the gap between themselves and their peers.

Whilst consistent teaching using RWI Fresh Start was impacted on in the Spring and summer terms due to staffing pressures, it has shown effectiveness as an additional intervention to close the gap of attainment for lower attaining readers in Y5/6 to reduce the variation between them and non- JP peers.

Teachers are becoming more proficient in the use of diagnostic data from PIRA/PUMA and GAPs assessments in order to address areas of development for the children. The introduction of Complete Maths by the new Maths lead has also support teachers and tutoring staff to target specific gaps in knowledge and skills and reduce variation for our JHP children. (inc. self-directed learning in the case of Complete Maths)

At the end of the 2022 academic year:
61% of JP children in school achieved age related expectations for reading, an improvement of 8% on the previous year.

53% of JP children in school achieved age related expectations for writing, an improvement of 15% on the previous year, and a narrowing of the variation between themselves and non-JP peers to 9%.

68% of JP children in school achieved age related expectations for Maths an improvement of 14% on the previous year.

Aim

Ensure 'quality first teaching' strategies for MLL/JP children are firmly embedded across the school and are reflected in curriculum design, lesson planning and resourcing learning environment classroom layouts, especially around ensuring

Evaluation:

Staff have had consultation time allocated to meet with JP pupils to discuss children's own perceptions and understanding of their strengths and what they feel are areas for development and adapt their teaching accordingly.

Considerable CDP has taken place in in developing quality first teaching and in ensuring that provision is in place for JP children. All staff have received continuing professional development to raise awareness of children's language acquisition and development, and this has helped to reduce the variation in speech and comprehension for JP children with additional language needs.

The development of new approaches to oracy for our JP children has begun across the school, however work on embedding these approaches is not yet complete. This will accelerate with the appointment of new

<p><i>success for MLL children.</i></p>	<p>subject leads this academic year 2023-24 to drive development in these areas.</p> <p>In line with new Government guidelines, (JP) children with MLL have been screened using the Bell Foundation assessment tool this year and progress in language acquisition, identifying proficiency in speaking, listening, writing, and reading and will now be tracked against this. This will be used to identify children to assess level of language acquisition. Children will then receive targeted interventions from the level and stage of acquisition in the MLL framework.</p> <p>With several new staff being appointed for the Autumn term 2022 continuing professional development and sharing of the schools JP strategy and approaches needs to be undertaken so that all staff are aware of the research and pedagogy which underpin the schools' approach.</p> <p>There is still progress to be made in refining the consistency of quality of resourcing provision for some of our JP children with classrooms reflecting best practice.</p>
<p><u>Aim</u></p> <p><i>Improve wider curriculum access and development, especially in IT.</i></p>	<p>The significant impact of staffing shortages and covid 19 meant budget allocated towards training and in class intervention and support for the Spring and Summer term was not all used.</p> <p>With the arrival of a new headteacher in the Autumn term, the decision was made to invest this into the improvement of the IT provision across the school. Significant investment has been made in ensuring all children have full access to the IT curriculum including:</p> <ul style="list-style-type: none"> • Provision of an IT suite with a class set of desktop computers. • Access to a class set of laptops • Each child has been provided with an I pad. • Online development of Seesaw, Google classroom and TT Rockstars has been a very positive development across the school, encouraging use of Seesaw as a platform for learning and sharing learning both at home and at school has been developed and welcomed by staff, Parents and Pupils. • Curriculum development through <p>Further staff training through advisory teacher is raising the quality of teacher knowledge, understanding of and delivery of IT curriculum across the school. Training is ongoing with staff and children becoming more skilled in its use to support learning across the wider curriculum.</p> <p>School will have developed whole school word processing strand of IT curriculum delivered across all year groups and further provision of IT equipment to ensure access both at school and at home for disadvantaged children through loan devices.</p> <p>Improved, rich resourcing will be in place which supports the delivery of and access to the newly developed wider curriculum. This will include planned opportunities to use and develop rich spaces within school, which</p>

	are integrated into children's learning e.g., Forest School, outdoor learning, sensory garden)
<u>Aim</u> <i>Support parents to support their children in language, reading, mathematical and other development through workshops, and setting.</i>	<p>The plan for a regular cycle of drop-in sessions and workshops for parents to access, led by subject leads/class teachers will be in place and attended by parents/carers were planned for this year but had to be shelved due to COVID 19, Significant staff absence and a lack of subject leads. This is an area that will continue to be part of our whole school approach.</p> <p>The further development of each classes Seesaw page including support videos has been positively received by parents and is becoming a powerful tool for supporting home learning, developing children's IT skills and and increasing parental involvement in children's learning.</p> <p>The development of home languages around the school (Polish/ Portuguese) to enhance JP/MLL learners' access to and development of language acquisition is an ongoing project.</p> <p>Investment in a wider range of books written in children's home language has begun and development of the school's library as a more welcoming, exciting, and inspiring learning space is underway.</p> <p>Both library and classrooms are developing provision of EAL books and resources including dictionaries and thesaurus in a range of languages.</p>

What other feedback have you had on your plan or activities?