



# Bel Royal School Jersey Premium Evaluation for 2019

To improve outcomes for children we have identified next steps which will be incorporated into our 2020 strategy

Jersey Premium Funding for 2019 - £49,640

Staffing Expenditure – 53% £26,178

Teaching and Learning Materials - 26% £12,780

Activities - 19% £9,207

Contingency – 3% £1,475

Number of children eligible for Jersey Premium in 2019; 49 out of 220 pupils or 23 %

Desired Outcome	Chosen approach and what we did	Outcomes and impact	Next Steps
<p><b>1. Ensure children are reading at age appropriate expectations with 80% secure</b></p>	<p>'Reading' CPD</p> <ul style="list-style-type: none"> <li>INSET training was delivered to all teaching staff. Teaching assistants received internal training</li> </ul> <p>Set regular guided reading times</p> <ul style="list-style-type: none"> <li>Set in KS1</li> </ul> <p>Volunteer reading programme</p> <ul style="list-style-type: none"> <li>ECOF</li> <li>Rotary Readers</li> <li>Reading Dog</li> </ul> <p>Books for the School Library</p>	<p>Children are making improvements in reading, with a majority in moderated year groups achieving within age related expectations. The aspirational goal is a long-term aim for the whole school.</p> <p>KS1 have embedded guided reading sessions, which have a consistent approach and development of children's skills.</p> <p>Reading volunteer programmes have allowed 21 children, from across the school, to participate. Comments from children and volunteers demonstrated a love of 'reading times'.</p> <p>A wide range of fiction and non-fiction books have been purchased, with a focus of attracting boys, and filtered into the Library.</p>	<p>A whole school focus on reading;</p> <ul style="list-style-type: none"> <li>an audit has been booked for Spring 2020</li> <li>2020 focus on KS2 consistency</li> </ul> <p>CPD</p> <ul style="list-style-type: none"> <li>based on outcomes from audit</li> <li>cohort specific</li> <li>ongoing support</li> <li>assessment and benchmarking</li> </ul> <p>Purchase of the intervention programme, Rapid Readers, for targeted cohorts.</p>
<p><b>2. To develop a high quality language rich environment across KS1 and KS2 – aiming for 75% of children to be secure</b></p>	<p>Questioning skills in reading</p> <p>CPD on Oracy</p> <ul style="list-style-type: none"> <li>Sessions based on activities for promoting oracy have been delivered to promote communication and language</li> <li>WellComm for EYFS</li> <li>Helicopter stories for EYFS</li> </ul> <p>Oracy Learning Walls</p> <ul style="list-style-type: none"> <li>Targeted staff attended INSET about vocabulary development in Science</li> </ul> <p>Rights Respecting Schools programme</p>	<p>We have begun to see progress in, and been able to identify next steps in this area and have gathered some qualitative information.</p> <p>There has been the regular use of different levels of questioning, by the teachers, during reading sessions and an improved focus on children's responses.</p> <p>The school promotion of this programme has begun to enable children to talk about their rights in their own context. A whole school assembly for parents allowed the children a forum to express their thoughts.</p>	<p>A commitment to developing a language rich environment;</p> <ul style="list-style-type: none"> <li>an audit reviewing the current situation for this area is booked for spring 2020</li> <li>appointing a key member of staff will be identified to track, analyse and monitor the measurable elements</li> </ul> <p>CPD;</p> <ul style="list-style-type: none"> <li>a series of CPD sessions will be implemented in 2020 based upon the findings of the audit</li> <li>embedding an assessment framework</li> </ul>
<p><b>3. To raise attainment by developing impactful pupil teacher conversation sessions</b></p>	<p>Sessions for Teacher-pupil conversations</p> <ul style="list-style-type: none"> <li>Were held regularly for Years 1 – 6 in the Spring and Summer terms</li> </ul> <p>All conversations recorded and targets set</p> <p>Monitoring of impact</p> <ul style="list-style-type: none"> <li>Twice termly</li> <li>Children's needs were discussed</li> </ul>	<p>This initiative, although purposeful, was a heavy financial commitment. Small steps of progress were identified but it was decided that they would not continue formally for the Autumn Term and next steps have been identified.</p> <p>These quality conversations gave an opportunity for staff to know their students as a unique child, to build up a rapport, to set measurable targets and to ensure that progress was made and recorded.</p>	<p>To embed quality conversations within the classes. This is part of the Teaching and Learning plan for 2020.</p>



# Bel Royal School Jersey Premium Evaluation for 2019

To improve outcomes for children we have identified next steps which will be incorporated into our 2020 strategy

Desired Outcome	Chosen approach and what we did	Outcomes and impact	Next Steps
<p><b>4.Ensure children are experiencing effective interactions in the EYFS (Early Years Foundation Stage), during their play based learning</b></p>	<p>CPD for target staff - All EYFS teaching staff and the majority of assistants are trained in;</p> <ul style="list-style-type: none"> <li>REAL or REAL Maths</li> <li>Helicopter Stories</li> </ul> <p>All EYFS and KS1 teaching staff and targeted assistants received training in WellComm.</p> <p>REAL and REAL Maths events and visits have and are continuing to, take place.</p> <p>Develop the shared learning areas</p> <ul style="list-style-type: none"> <li>Staff were released to set up shared learning areas for KS1 as part of the Maximising Children's Learning Potential (MCLP2) programme</li> </ul> <p>Purchase of resources for language development</p>	<p>Key staff are trained in effective approaches to language development and impactful programmes are being delivered to the children which are beginning to raise outcomes.</p> <p>WellComm assessments show that a large majority of the children ended with age appropriate levels</p> <p>An internal assessment of Helicopter Stories in the EYFS and KS1 has resulted in a consistent and progressive approach is being implemented.</p> <p>Children are actively accessing the KS1 shared area, initially with TA support to develop independence and language.</p> <p>Children in the EYFS have been eager to use language as they independently immerse in play with the new imaginative play resources.</p>	<p>CPD;</p> <ul style="list-style-type: none"> <li>based on the outcomes of the spring audit</li> <li>effective interactions</li> <li>talk sessions</li> <li>WellComm Primary for targeted staff</li> </ul> <p>Monitoring;</p> <ul style="list-style-type: none"> <li>feedback time between assistants, running programmes, and teachers</li> <li>Helicopter stories in the EYFS</li> </ul>
<p><b>5.To develop the use of IT to support spelling and communication strategies</b></p>	<p>New IT linked Literacy programmes;</p> <ul style="list-style-type: none"> <li>In the Autumn Term 2019 the IT infrastructure has been improved which has now put us in a place purchase resources to develop literacy next year</li> <li>In the interim (awaiting for IT infrastructure advice and outside funding) we have invested in the Read Write Inc. Spelling Programme (RWI) for Year 2 – Year 6</li> </ul>	<p>In the Autumn Term all children in Year 2 - 6 participated in regular RWI spelling sessions</p> <p>Research has taken place to identify programmes to target spelling and reading.</p>	<p>Evaluate - RWI Spelling programme</p> <p>Purchase - Rapid Readers programme</p> <p>Reading audit - identify further effective initiatives</p>
<p><b>6.To raise levels of resilience and perseverance skills via the challenge of social learning opportunities</b></p>	<p>Jersey Sports Coach for 2 days per week</p> <p>Talk Detectives – information about this was delivered to staff in meetings.</p> <p>Rights Respecting Schools programme (in point 2)</p>	<p>Every child from Reception through to Year 6 participated in 1 session per week with the specialist coach. Across the school 40 children went to an after school club and 30-50 children attended lunch time sessions, with a significant minority being entitled to Jersey Premium.</p> <p>'Talk Detectives' were going to be part of our Oracy Programme, however this was not implemented this year.</p>	<p>This was a time-targeted approach. It has been beneficial to children across the school to improve their physical literacy and was undertaken as a pilot.</p> <p>'Talk Detectives', and the possible benefits, will be included in our discussions about the communication and language focus for our school in 2020.</p>

Sonia Burton Head Teacher Bel Royal School January 2020