

Jersey Premium strategy statement 2024

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	193
Proportion (%) of Jersey Premium eligible pupils	22%
Academic year/years that our current Jersey Premium strategy plan covers	Nursery through to Year 6
Date this statement was published	February 2024
Date on which it will be reviewed	February 2025
Statement authorised by	C Hammond
Jersey Premium lead	J Fernandes

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£65,000
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	£65,000

Part A: Jersey Premium strategy plan

Statement of intent

The aim of our Jersey Premium (JP) Strategy is to ensure that all pupils make good progress and achieve high attainment across all subject areas, and that there is no gap in achievement between identified 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. If you don't know what opportunities are available to you and that you can be a part of it, then it's unlikely that you'll aspire or achieve in areas outside of school – this principle relates to jobs, hobbies, lifestyle choices and health, to name but a few.

We are aiming to provide meaningful experiences, developing for cultural capital of all at Bel Royal – regardless of background, finance and

Current and historical surveys indicate that many of our children have restricted access to extra-curricular activities, with very few children learning an instrument or taking part in other clubs out of school or other 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. We have increased staffing to included specialist staff to broaden the range of experience provided for all our children – sport, music and dance.

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.

Some children struggle to retain what they have covered in class. This can be for several reasons, and teachers need to be clear as to the range of possible reasons and use suitable strategies to develop memory and the retention and recall of prior learning. 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 5 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.

Initiatives & 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.

Initiatives	Intended Impact	Cost
Employing a teacher for to lead interventions for identified children Read Write Inc Better Partnership reading Programme Maths support – consolidating concepts ready for new learning	<ul style="list-style-type: none"> I. The continued strong development of phonics, handwriting and reading through RWI throughout Foundation and KS1. II. Develop accuracy, fluency and comprehension for readers on the road to fluency. To develop prosody and confidence in reading aloud. III. Giving high quality input and support to groups mostly in KS2 consolidating previously covered concepts and pre-teaching the next steps. IV. Identified pupils will have made progress from their starting points towards working at age related expectations. V. Targeted in class intervention will have successfully supported teaching and learning in Year 5 and children will 	£26,000

	<p>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.</p> <p>→ This will be evidenced by:</p> <p>→ RWI assessments, PIRA, PUMA, and GAPS data,</p> <p>→ intervention entry and exit data,</p> <p>→ ongoing teacher assessment (SIMS key objective records)</p> <p>→ Internal and external moderation,</p> <p>→ benchmarking and comprehension evidence.</p> <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 2024</p>	
Employing a teacher to: Build on previous music teaching	To provide high quality curriculum coverage in music and in doing so develop an appreciation of and access to wider musical opportunities.	£9,500
Employing a specialist teacher to teach Extra-curricular activities in sport and music	To improve cultural and social parity by providing extra-curricular activities delivered by experts. VI. 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.	£9,500
Employing a teacher to run daily lunch clubs in KS2 to support and nurture at recognised challenging points of th day	VII. To ensure children have successful playtimes and well-being is good as a result of developing enjoyable skills VIII. Children are developing social skills because of the extra adult facilitating games IX. Pupils receive full curriculum entitlement in all subject areas.	£4750
To provide a wide variety of cultural and sporting opportunities for our children to	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.	

access a rich and diverse curriculum	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.	
Resources for the music room	<p>High quality curriculum which is well resourced is accessed by all and used to inspire and motivate pupils.</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>	
<p>Commentary:</p> <p>As ever, there remains a degree of flexibility within this plan according to the ongoing or emerging needs of the children. The published plan does not include individual support programmes, although these are reported in the end of year annual report to the Government of Jersey.</p> <p>Resources and additional support for these initiatives will be provided from the school main budget and the inclusion budget as initiatives that were funded initially by Jersey Premium continue as part of an integrated approach to meeting the needs of all children.</p>		