

Bel Royal School



Jersey Premium Strategy 2021

Cohort & Funding	2021
Jersey Premium Budget	£66000
Total number of pupils	201 (230)
Number of pupils eligible for Jersey Premium	57
% of pupils eligible for Jersey Premium	24.8%
Publish date	31 st January 2021
Review date	Dec 21
Jersey Premium lead	D Mills

Data

Teaching projects

Project and Rationale	Expected Outcome
<p>Re-establish whole staff understanding of JP and then shared responsibility for this aspect, inc. barriers.</p> <ul style="list-style-type: none"> • Cris/Mark Rowland (Teams) (Nasima) input (and video)- set the focus. • Staff CPD time • 1 page profile – staff to meet and discuss- profiling grid with children. • Widening perceptions about high quality practice. • Inclusion Team- DMi/DMa <p>(Whole school 1 page overview- ARC/SEN/JP) COST: release time for teachers, 1x pm per staff member: £1000 Spring term, £750 x2- Summer and Autumn Total £2500</p>	<ul style="list-style-type: none"> • Teachers show in PPMs a depth of understanding about JP children and then understanding of how /they meet needs. • Staff show both awareness of the JP strategy and sign up to their areas of responsibility. • Through ongoing meetings staff report actions that are deliberately and accurately targeted to the needs of JP children in their classes, and are able to evidence the impact of this.
Project and Rationale	Expected Outcome
<p>Reading: Key focus is on whole school consistent practice and evidenced teaching approaches that support children's rapid progress.</p> <p>RWI Phonics/Fresh Start</p> <ul style="list-style-type: none"> - Consistent high quality phonics teaching and access to appropriate reading materials 	<ul style="list-style-type: none"> - Evidence that Reception children are at least on track to reach age related expectations in reading. - Increasing % of KS1 and LKS2 children are reaching age related expectations and the vast majority of other children are making at least or more than expected progress.

<p>to ensure and sustain rapid progress in Reception and KS1.</p> <ul style="list-style-type: none"> - To ensure children that have lower prior attainment have interventions and high quality teaching to help narrow the attainment gap to their peers. <p>Cracking Comprehension</p> <ul style="list-style-type: none"> - To developing wider reading skills and understanding of texts through KS2, in order to raise attainment. <p>RWI Phonics additional teacher- £12500 Leader release: £3500 Total: £16000</p>	<ul style="list-style-type: none"> - Children in Y5/6 that access RWI Fresh Start are making good or better against prior attainment. - Children across the school enjoy reading more and have greater confidence when tackling learning across the school, evident through learning dispositions, independence across the curriculum. - Children accessing Cracking Comprehension evidence improved higher order reading skills (e.g inference). - These children also show improved confidence and performance when tackling reading assessments and responding to challenging texts for their age. - Teachers have more confidence in their teaching of phonics and reading and the quality and consistency of practice improves.
Project and Rationale	Expected Outcome
<p>Writing Development: To use an evidence based approach to ensure high quality teaching of writing, linked to rich and exciting texts, where learning is linked and meaningful, resulting in better progress for children.</p> <p>This will be achieved through the continued implementation of the Hampshire Text Drivers approach introduced in Autumn 2020.</p> <p>RWI Spelling- To apply phonics and spelling skills to ensure improved progress in spelling through a consistent and structured approach to spelling teaching.</p> <p>Leader/Staff release: £7500 Hampshire texts £2500 RWI Spelling £1000 TOTAL: £11000</p>	<ul style="list-style-type: none"> - Increasing % of KS1 and KS2 children are reaching age related expectations and the vast majority of other children are making at least or more than expected progress. - Children across the school enjoy writing more and have greater confidence applying writing skills, inc. grammar, punctuation and spelling, when tackling learning across the curriculum. - Improved learning dispositions developing a 'love of writing', where children see themselves as writers. - Improved spelling progress so more children are working at age related expectations in spelling. - Teachers have more confidence in their teaching of writing and the quality and consistency of practice improves.
Project and Rationale	Expected Outcome
<p>Maximising the Impact of Teaching Assistants (MiTA)</p> <ul style="list-style-type: none"> - Developing the understanding of the research about the effective use of support staff across the school. - Developing support staff to ensure maximum impact of their role to support learning. <p>£1000</p>	<ul style="list-style-type: none"> - All support staff to have a clear, evidence based understanding of how to be more effective in their role. - Evidence from monitoring and discussions shows increasing evidence of improved impact of support staff on learning. - Support staff have clear and specific training to ensure they can be most effective in their role.
<p>Development in Maths Implementing a whole school consistent approach to the teaching of maths to ensure children have access to high quality and progressive teaching, to</p>	<ul style="list-style-type: none"> - Increasing % of KS1 and KS2 children are reaching age related expectations and the vast majority of other children are making at least or more than expected progress.

<p>improve progress and attainment.</p> <p>Introduce Maths No Problem across KS1/2</p> <ul style="list-style-type: none"> - Ensure regular training and professional development through online support and local maths advisory staff. - Share and develop practice through a coaching approach - Ensure facilitated planning to develop teachers confidence in maths teaching. <p>Continue to develop fluency in maths by using Times Table Rock Stars and Numbots</p> <ul style="list-style-type: none"> - Maths Leader release- £2500 - MNP planning time and leader release- £6500 - Maths release for staff to visit good practice in other schools- £1100 <p>Total: £10100</p>	<ul style="list-style-type: none"> - Children across the school enjoy maths more and have greater confidence applying maths skills and improved reasoning when approaching complex problems. - Improved learning dispositions developing enjoyment in maths and improved resilience and determination when facing challenge. - Improved number sense and fluency to reduce cognitive load so children can access more complex learning confidently and accurately. - Teachers have more confidence in their teaching of maths and the quality and consistency of practice improves.
<p>OLEVI Creative Teacher Programme (CTP)</p> <p>To develop shared understanding of effective teaching and learning. To ensure all teachers can focus on developing aspects of their own practice through the use of a coaching approach.</p> <ul style="list-style-type: none"> - Complete CTP in the Spring term - Review and develop coaching approaches further during the Summer 2021 and Autumn 2021. <p>Coaching and Sharing Practice release time for staff:</p> <p>Total £4500</p>	<ul style="list-style-type: none"> - Staff have an improved and shared understanding of effective teaching approaches. - Staff report and evidence developments in their own practice as a result of the CTP and coaching approaches. - Evidence from monitoring shows the impact of this on lessons and so progress and engagement.

Targeted academic interventions

Project and Rationale	Expected Outcome
<p>RWI 1:1 catch up</p> <p>To ensure that children that are slightly behind or not making sufficient progress through their RWI sessions have extra bespoke tuition to catch up.</p> <p>Total Cost of staff- £5000</p>	<ul style="list-style-type: none"> • That children that need additional support will as a result of this intervention make better progress and remain largely within the expectations (of RWI) for their class. • This will result in them being better able to access class learning and apply skills in wider reading and writing sessions.
<p>Project and Rationale</p> <p>RWI Fresh Start Y5/6</p> <p>To provide small group focussed teaching for children in Y5/6 that have identified gaps in their phonics/spelling knowledge and how to apply this into their learning.</p> <p>RWI Fresh Start teaching- £4500</p>	<p>Expected Outcome</p> <ul style="list-style-type: none"> • To narrow the gap towards Age Related Expectations for children that are behind this at present in reading and writing. • This will result in boosts to their confidence and self-esteem as the resultant progress will enable them to access learning more successfully across the curriculum.
<p>Project and Rationale</p>	<p>Expected Outcome</p>

<p>Catch Up Numeracy This is an evidenced based approach designed to narrow the gap in children’s maths development. Cost of training: £1000 Catch up delivery: £3500 Total: £4500</p>	<ul style="list-style-type: none"> - Children will make evidenced progress in this intervention that will enable them to access more successfully age-appropriate maths within their classroom. - This should also develop children’s attitudes to learning in maths and well-being more generally.
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Wider Strategies

Project and Rationale	Expected Outcome
<p>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. Total: £7000</p>	<ul style="list-style-type: none"> - Children accessing ELSA support and other pastoral support as needed in a timely fashion, and this impacting positively on their mental health, wellbeing and self esteem. This can be evidenced qualitatively and also through attendance monitoring. - Families access appropriate support and agencies at the right time so they feel supported. - There will be a clear school-wide approach to pastoral support understood and accessed as needed by staff and parents.
Project and Rationale	Expected Outcome
<p>IT provision for Learning at Home To ensure the school has a bank of loan devices and access to broadband to support families where this is a challenge should the school need to move to online learning at very short notice through Covid. Total £1000</p>	<ul style="list-style-type: none"> - Lack of access to technology is not a barrier to learning for children if they need to work from home.

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