

Bel Royal School – Jersey

Premium Strategy Statement

2025–2026



Overview

This document sets out Bel Royal School’s strategy for the use of Jersey Premium funding in 2025–2026, focused on removing barriers to learning, strengthening pupils’ wellbeing and achievement, and widening access to rich extracurricular opportunities for our pupils. It builds on the approaches and impact outlined in last year’s strategy.

School Information

School name: Bel Royal School

Total pupils: 188

Percentage of Jersey Premium eligible pupils: 18.6%

Academic year covered: 2025–2026

Jersey Premium funding allocation: £64,000

Date of publication: January 2026

Review date: January 2027

Statement authorised by: Claire Hammond

Jersey Premium Lead: Claire Hammond

Last year’s statement recorded 189 pupils, 21% JP eligibility and a funding allocation of £67,000.

Statement of Intent

Our Bel Royal School, our motto, “Each Unique, Together We Thrive” underpins our belief that every child is entitled to an ambitious, inclusive and enriching education that nurtures character, wellbeing and academic excellence. Our Jersey Premium strategy prioritises high-quality teaching, targeted academic support, and wider strategies (wellbeing, attendance and enrichment) to ensure all pupils thrive. We continue to uphold children’s

rights under the UNCRC and foster the values, knowledge and cultural capital needed for pupils to contribute positively to their community and beyond.

School Context

Bel Royal School is a one-form entry primary with an Additional Resource Provision (ARP) for children with significant or complex needs. We work closely with specialists and support services to ensure equitable access to learning and enrichment for all pupils, including those eligible for Jersey Premium. Our approach is informed by observational evidence, assessment, pupil and parent voice.

Key Challenges

Self-regulation and SEMH: Some pupils, require additional support to regulate emotions and sustain focus for learning.

Consistency of high-quality teaching: While there are strong examples of practice, consistency of pedagogy and adaptive teaching remains a priority across all classes.

Reading fluency and comprehension: A minority of pupils require structured support to build fluency, vocabulary and comprehension.

Access to enrichment: Financial and social barriers can limit participation in extracurricular activities (music, drama, art, sport,), impacting confidence and cultural capital.

Intended Outcomes & Success Criteria

Intended outcome	Success criteria & measures
Pupils can self-regulate, manage emotions and understand good mental health.	Reduction in dysregulation incidents. Improved pupil voice outcomes on wellbeing surveys Improved engagement and attendance of targeted pupils.
Consistent, high-quality teaching for all.	Lesson visits show strong routines, explicit instruction and adaptive practice in all classes CPD participation and evaluation evidence improved staff confidence.
Pupils become confident, motivated readers.	KS1 pupils progress through phonics stages appropriately KS2 pupils read with fluency and comprehension. Improved outcomes in reading.

	Improved pupil voice outcomes on reading for pleasure surveys.
Increased participation in enrichment by JP pupils.	Every JP pupil is offered at least one funded club/experience per term; most take up at least one. Participation tracking shows year-on-year increase; pupil voice reflects enjoyment and confidence.
Stronger cultural capital and personal development.	Curriculum plans and enrichment map show diverse experiences (Forest School, creative arts, sport) Parents and pupils report improved personal development.

Parent Voice: Clubs, Enrichment & Wider Provision (October 2025)

Parent feedback recognises the positive impact of clubs and enrichment, while also highlighting where we can expand or refine provision.

Positive feedback

“We are grateful for the improvement in the provision of after school clubs for parents with limited outside help – it is a lifesaver. It would be great if there was more provision for reception and if there were clubs held every day after school.”

“It’s wonderful to see that the focus isn’t just on academics... The **wide range of clubs and activities like musical theatre, drama, and sports** really show the school’s dedication to nurturing well-rounded students.”

“It’s great to see more clubs on offer. Can you consider a STEM class to add to the mix?”

“I’m also really grateful for all the important extra activities – **wellbeing, Forest School and creative** (drama, singing, music)... I can **tangibly see the fruits** of all the hard work.”

“Exceptional support for all learning activities... my child has never been this happy at school.”

Balanced / critical feedback

“The lack of choice of after school clubs and activities (compared to other schools) is getting better but is still fairly poor.”

“More opportunities for different children to play sports for the school or rotate these opportunities so it is fair would be great.”

“Having an after-school club based at the school would be really helpful for working parents.”

This feedback informs the enrichment actions and success criteria in this plan.

Jersey Premium Strategy Plan (2025–2026)

1) Teaching & Whole-School Development (CPD, Recruitment & Retention)

Activity	Evidence & rationale	Challenge addressed
Phonics & Fresh Start training and fidelity checks	Systematic phonics approaches are linked with improved reading outcomes; continued fidelity and coaching sustain impact.	2, 3
Reading Fluency Project Training (structured routines, modelled reading, vocabulary focus)	Training in evidence informed approaches to embedding fluency and vocabulary instruction Modelled Expert Prosody, Echo reading, Text marking, Repeated re-reading, Performance reading, Modelled comprehension	2, 3
Instructional consistency (explicit instruction, responsive teaching, use of assessment)	Targeted coaching and learning walks build consistency and adaptive teaching across the school.	2

2) Targeted Academic Support

Activity	Evidence & rationale	Challenge addressed
Read Write Inc. / Fresh Start small-group and 1:1	Proven to accelerate decoding and fluency for pupils who are behind; approach embedded in prior plan.	3

Reading Fluency Project	<p>An 8-week project designed to improve outcomes in reading comprehension for struggling readers 2 teacher-led sessions, twice a week for 8 weeks</p> <p>Structured, targeted support typically secures additional progress for pupils; aligns with last year's evidenced approaches.</p>	2, 3
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3) Wider Strategies (Attendance, Behaviour, Wellbeing & Enrichment)

Activity	Evidence & rationale	Challenge addressed
Sports coach/PE lead & equitable team selection	High-quality PE builds confidence and teamwork; we will rotate inter-school team opportunities so a wider range of pupils—including JP—represent the school, responding to parent feedback.	1, 4
Forest School Lead	Outdoor, hands-on learning builds resilience, cooperation and wellbeing, particularly for SEMH.	1, 4
Creative Arts Teacher & enrichment	Expands access to creative expression and cultural capital; strongly valued by families this year.	4
Clubs access & guaranteed for JP pupils	Every JP pupil is offered a club place or equivalent enrichment each term; we will expand Reception-appropriate clubs and explore a STEM club in response to parent suggestions.	4

Implementation Milestones

Termly: Pupil progress meetings (JP focus), reading fluency checks; intervention entry/exit data.

Half-termly: Behaviour and SEMH monitoring; participation tracking for clubs (with JP flag).

Autumn/Spring: Parent voice on club access and communication (incl. Reception offer).

Summer: Review of enrichment map; evaluate STEM pilot and team rotation impact; update 2026–2027 plan.

Monitoring & Evaluation

Leadership oversight: JP Lead and SLT monitor implementation via learning walks, data drops, and case studies for targeted pupils.

Data: Attendance, behaviour logs, reading fluency benchmarks, tutoring impact reports, and club participation by pupil group.

Stakeholder voice: Pupil and parent surveys (including qualitative comments) inform mid-year adjustments (e.g., STEM club interest, Reception clubs, sports team rotation).

Budget Summary (2025–2026)

Total Jersey Premium funding: £64,000

Indicative allocation (*subject to in-year adjustment based on impact monitoring*):

- **Teaching & CPD:** ~£6,000
- **Targeted Academic Support:** ~£12,000
- **Wider Strategies (Sports/PE coaching, Forest School, arts & musical theatre):**
~£46,000

Contact

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