

# Bel Royal School Jersey Premium Strategy Statement



## Overview

This document outlines the second year of our two-year strategy for Jersey Premium funding at Bel Royal School to help improve the attainment of our disadvantaged pupils. It details how we plan to allocate funding during this academic year and the impact of last year's spending on our students.

## School Information

- **School Name:** Bel Royal School
- **Total Pupils:** 189
- **Percentage of Jersey Premium Eligible Pupils:** 21%
- **Academic Year Covered:** 2024 – 2025
- **Date of Publication:** January 2025
- **Review Date:** January 2026
- **Statement Authorised by:** Claire Hammond
- **Jersey Premium Lead:** Claire Hammond

## Funding Overview

- **Jersey Premium Funding Allocation:** £67,000

## Part A: Jersey Premium Strategy Plan

### Statement of Intent

At Bel Royal Primary School, we are committed to providing all pupils with an inclusive and nurturing education. Our goal is to equip children with the values, knowledge, and skills needed to thrive and contribute positively to their community and the wider world. Our approach supports every child's rights under the UNCRC (United Nations Convention on the Rights of the Child) and fosters their growth into respectful and responsible global citizens.

Bel Royal is a one-form entry primary school with approximately 200 pupils from Nursery to Year 6, including an Additional Resource Provision for children with significant or complex needs. Our school has a higher proportion of Jersey Premium students compared to similar schools, with 21% of pupils eligible, especially in Years 3 and 6. Additionally, 6.35% of our students have a Record of Need, with Social, Emotional, and Mental Health (SEMH) needs being the most prevalent (47%) in Key Stage 2.

We are continuously working with specialists and support services to enhance our provision and ensure all children have the resources and experiences necessary to succeed. Our Jersey Premium strategy aims to eliminate financial and social barriers that may prevent pupils from accessing a broad and balanced curriculum. We strive to provide timely, targeted, and evidence-based support to help all pupils make progress from their starting points.

## **Key Challenges**

Through our observations and data analysis, we have identified the following challenges affecting our disadvantaged pupils:

### **Self-Regulation and Emotional Wellbeing**

- Many children, particularly in Year 6, struggle with self-regulation and appropriate responses in the school environment.
- While our school supports pupils' moral and social development well, there is room for improvement in other areas of personal development.

### **Staff Expertise**

- Continued improvements are needed to ensure consistent, high-quality teaching and learning across all classrooms.
- Staff require ongoing training to support the learning needs of our most vulnerable pupils effectively.
- While there are strong examples of effective teaching, there is some inconsistency across the school.

## Reading Fluency and Comprehension

- Some pupils lack enthusiasm for reading, which affects their ability to learn effectively.
- While Jersey Premium pupils receive additional support, their progress in reading remains slower than their peers in some year groups.

## Limited Access to Enrichment Activities

- Many pupils have fewer opportunities to participate in extracurricular activities such as music, sports, and drama due to financial constraints.
- Limited experiences outside the classroom may hinder the development of their talents and cultural awareness.

## Intended Outcomes and Success Criteria

Intended Outcome	Success Criteria
Pupils can self-regulate, manage emotions, and understand good mental health.	Fewer incidents of dysregulation. Pupil surveys, behaviour logs, and monitoring show improved emotional understanding and regulation.
Staff are confident and skilled in delivering high-quality teaching.	Observations and feedback indicate consistently good or outstanding teaching. Training logs and evaluations show staff development.
Improved wellbeing for all pupils.	Pupils' express happiness in school and demonstrate strong emotional resilience.
Jersey Premium pupils become confident readers with a love for books.	KS1 students progress through reading levels appropriately, and KS2 students read fluently and with comprehension.
Pupils develop cultural awareness through a rich and diverse curriculum.	Student feedback and curriculum planning show engagement in diverse learning opportunities.

Pupils access a variety of enrichment activities.	Student surveys indicate enjoyment and participation in extracurricular activities.
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## Strategies and Activities for This Academic Year

### Teaching (CPD, Recruitment, and Retention)

Activity	Evidence & Rationale	Challenges Addressed
Phonics & Fresh Start Training (Ruth Miskin)	Research shows systematic phonics instruction improves reading outcomes (+5 months impact, EEF).	2,3
Pupil Progress Meetings with SENCO & Literacy Lead	1:1 meetings help identify needs and provide targeted interventions.	2,3
Emotional Regulation Strategies	Supports positive mental health and wellbeing.	1
Trauma-Informed Practice	Research-backed methods help pupils with SEMH needs.	1,2

### Targeted Academic Support

Activity	Evidence & Rationale	Challenges Addressed
Read Write Inc. & Fresh Start (phonics intervention)	Proven to improve literacy skills (EEF research).	3
Small Group and 1:1 Tutoring	Targeted support increases progress by 4-6 months (EEF).	1,2,3
RWI Spelling Programme	Ensures structured spelling development for Years 2-6.	3
Reading Fluency Intervention	Enhances reading comprehension alongside phonics.	2,3

Qualified SEMH Staff	Supports emotional wellbeing and learning readiness.	1,2
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### Wider Strategies (Attendance, Behaviour, and Wellbeing)

Activity	Evidence & Rationale	Challenges Addressed
Sports Coach / PE Lead	Develops teamwork, confidence, and physical literacy.	2,4
Forest School Programme	Outdoor learning enhances confidence and social skills.	2,4
Music, Dance & Drama Lessons	Provides creative enrichment opportunities.	2,4
Nurture Support	Helps SEMH pupils regulate emotions and engage in learning.	1,2,4
Trips and Extracurricular Activities	Ensures all children access meaningful learning experiences.	1,2,4

### Total Budget: £67,000

By implementing these strategies, Bel Royal School aims to ensure that all pupils, regardless of their background, receive a high-quality education that allows them to thrive academically and personally.

For further information, please contact:

**Claire Hammond** – Jersey Premium Lead

Email: [c.hammond@belroyal.sch.je](mailto:c.hammond@belroyal.sch.je)