

Jersey Premium strategy statement

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	216
Proportion (%) of Jersey Premium eligible pupils	25%
Academic year/years that our current Jersey Premium strategy plan covers	Nursery through to Year 6
Date this statement was published	31 st Jan 2022
Date on which it will be reviewed	12 th Dec 2022
Statement authorised by	J Baudains
Jersey Premium lead	D Mills

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£74,000
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	£74,000

Part A: Jersey Premium strategy plan

Statement of intent

The aim of our JP strategy is to reduce the variation of outcomes in progress and achievement for our disadvantaged children in reading writing and mathematics.

By reducing variation in reading and writing skills, we increase the ability of our children to access and be successful across the wider curriculum.

The current JP strategy has been highly successful in narrowing the gap for these children by addressing key principles through whole school approaches and targeted interventions (see section B below for evidence). To a great extent the strategy this year continues to build on the success and key principles of the previous year.

We continue to develop high quality teaching and learning, continue to embed and develop a high quality and well-resourced curriculum tailored to the needs of our children and enabling full curriculum access for all at an appropriate level.

These strategies are closely tied to the target areas of our school improvement plan in order to ensure we have cultural capital- whole school understanding of the strategy and its principles, the impact of its successful implementation on our JP children and the wider school community, and how successful implementation is explicitly tied into the school's improvement plan as a whole.

The key principles for our strategy:

- *Reduce variation in attainment in language for JP children compared to peers*
- *(EYFS)Reduction in variation in reading, writing and mathematics across the school (whole school)*
- *Improved 'quality first teaching' across the school, especially around ensuring success for MLL children*
- *Improve wider curriculum access and development, especially IT and cultural access (whole school)*

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	Low entry point to EYFS continues to impact on attainment and progress through school careers
2	Continue to develop consistent high-quality teaching and learning to reduce variation in attainment and progress
3	MLL in the home and impact on development of rich language at school
4	Poor language development/ Low prior attainment esp in reading
5	Support with reading/learning at home/Lack of time from parents to spend at home
6	Low attendance rates/punctuality for low-income JP families
7	Poor cultural capital- access to culture, sports and the arts

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.

Intended outcome	Success criteria
<p><i>Reduce variation in attainment in language for JP children compared to peers (EYFS) using Wellcomm programme</i></p> <p><i>Robust tracking and assessment of children's language skills will be in place across EYFS</i></p>	<p>We will reduce the variation in attainment in language for JP children by early identification of language proficiency through Wellcomm and Bell Foundation assessments, and then delivering bespoke Wellcomm intervention to address the variation.</p> <p>Reduce variation by staff training to deliver and develop language development-based approaches through helicopter stories and story sacks.</p> <p>Wellcomm programme will be established in Nursery / Reception to small groups of children identified through screening as having gaps in their language acquisition, understanding and use of language and communication.</p> <p>Staff previously trained in the programme in Nursery and Reception are confident and delivering the program to children with the result that JP pupils have improved language and communication outcomes in the early years, in line with non- JP peers.</p> <p>Assessment will show at least 80% of identified children moving through the different stages in the course of the year.</p> <p>At least 70% of JP children achieve ELG by July 2022</p>
<p><i>Reduce variation in attainment in reading, writing and maths for JP children compared to peers (Whole</i></p>	<p>RWI catch up will be used for identified pupils to reduce the variation of the gap in phonic knowledge and application for JP children in KS1 and specific targeted JP children in lower KS2 to close the gap between themselves and their peers. This will be</p>

<p><i>School) through focussed interventions based on clear evidence based entry data</i></p>	<p>evidenced by RWI assessments, PIRA and benchmarking evidence.</p> <p>Through consistent teaching using RWI Fresh Start, close the gap of attainment for lower attaining readers in Y5/6 to be in line with non-JP peers by developing comprehension skills. This will be evidenced through PIRA data, benchmarking and triangulated against Cracking Comprehension evidence</p> <p>MLL, JP children will be screened using the Bell Foundation assessment tool. This will be used to identify children to assess level of language acquisition. Children will then receive targeted interventions from the level and stage of acquisition.</p> <p>Ensure the early identification of JP children with early language acquisition needs through the well com assessments on entry to school.</p> <p>Wellcomm programme interventions will be available to JP children in KS1 and lower KS2 identified through screening as having gaps in their language acquisition, understanding and use of language and communication.</p> <p>Further reduce the progress gap for readers in KS2 through the consistent high-quality delivery of the Herts reading program (staff to be trained and implemented March 2022).</p> <p>Ensure developing readers maintain rapid progress and are reading regularly through the use of the Rapid Readers approach delivered by qualified staff, and the specific use of ECOF volunteers.</p> <p>Use diagnostic data from PIRA/PUMA and/or Complete Maths to support teaching and tutoring (inc. self-directed learning in the case of Complete Maths) to target specific gaps in knowledge and skills, and reduce variation.</p> <p>At least 60% of JP children achieve age related expectations for reading, writing and maths by July 2022</p>
<p>Ensure 'quality first teaching' strategies for MLL children are firmly embedded across the school and is reflected in curriculum design, lesson planning and resourcing learning environment, classroom layouts, especially around ensuring success for MLL children</p>	<p>All staff have awareness of children's language development and will be confident in the use of the MLL assessment framework and tool.</p> <p>All staff will be confident in using the framework and supporting intervention materials and use them to plan to meet the needs of the MLL s in each class.</p> <p>Classrooms will reflect best practice in supporting MLL learners in line with the developing language strategy, evidenced by Key Question Learning Walks</p>

<p>Improve wider curriculum access and development, esp IT and cultural access.</p> <p>Ensure high profiling the cultures around the school.</p>	<p>Staff training through advisory teacher to raise quality of teacher knowledge, understanding and delivery of IT curriculum across the school.</p> <p>School will have developed whole school word processing strand of IT curriculum delivered across all year groups and further provision of IT equipment to ensure access both at school and at home for disadvantaged children through loan devices.</p> <p>High quality, progressive MT plans in place across the school for wider curriculum, which will identify enrichment opportunities such as trips, visits and visitors, as well as identifying opportunities to explore and celebrate our wider cultural links to our Polish and Portuguese communities. Cultural celebrations will be tied into curriculum maps.</p> <p>Improved, rich resourcing will be in place which supports the delivery of and access to the newly developed wider curriculum. This will include planned opportunities to use and develop rich spaces within school, which are integrated into children's learning e.g Forest School, outdoor learning, sensory garden)</p>
<p>Support parents to support their children in language, reading, mathematical and other development through workshops, and setting.</p>	<p>Regular cycle of drop-in sessions and workshops for parents to access, led by subject leads/class teachers will be in place and attended by parents/carers.</p> <p>Support videos available on school website and flag posted for parents.</p> <p>Parental surveys indicating parental confidence in supporting children/ accessing and feeling supported by school.</p> <p>There will be clear evidence of languages (Polish/ Portuguese) around school to enhance JP/MLL learners' access to and development of language acquisition.</p> <p>Library and classrooms will develop provision of EAL books and resources.</p>

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Instructional coaching program</i> £3360 Autumn Term 22 (costed at 1day/week x 14 weeks)	Continuation of impactful coaching and mentoring approach developed last year through Olevi training and schools tailored 'Get Better Faster'/ Teach like a Champion approach.	2
<i>Bell Foundation training on island wide approach to assessing and tracking the progress of the multilingual learners (MLLs) in Jersey schools, using the Bell Foundation EAL Assessment Framework, will give students the best start and support in developing to their full linguistic and academic potential.</i> £528 max 12 hrs release	'Proficiency in English is the major factor influencing the educational achievement and the degree of support a pupil using EAL will require' (Strand & Lindorff, 2020).	1,2,3,5
<i>Subject leader release, leadership and staff development time</i> <i>Staff release for planning development/coaching and support in maths:</i> £9504 (staff release morning for Maths for 6 half terms x 12 staff-accounts for subject lead) <i>Additional Subject lead release for M/Eng/RWI</i> 3x 2days per term for 3 terms M/ Eng/ RWI= £3960	D of E implementation guidance for effective CPD Focus on wider curriculum development and subject leader dev.	1, 2,3, 4,

<i>Staff release to observe share good practice in schools across the island.</i> 16xam @ £132 per am= £2,112	D of E implementation guidance for effective CPD	1, 2,3, 4,
<i>IT CPD with outside provider (Alissa Ozouf) including further investment in devices and support structures resources for curriculum.</i> £3,500	D of E implementation guidance for effective CPD	1, 2,3, 4,
<i>Further development of wider curriculum to support access to high quality learning at appropriate pitch with full access to complete curriculum entitlement.</i> <i>Continue to develop resources for the above</i> £15,000	HMCI commentary on primary and secondary curriculum research indicates most effective curriculums in place where local context and pupil needs are taken into account when developing the schools curriculum. To address the needs of our most deprived children, it should seek to address the knowledge and skills lacking from the home environment through a balance of skills and knowledge. We should ensure that our curriculum is enriched through well planned and regular trips which are tightly linked to our curriculum.	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI catch up sessions</i> <i>Fresh start program</i> 2 x am supply per week £8000	Previous years impact data EEF guidance and related research	1,2,4,5
<i>Herts reading program</i> <i>Training and SA1 For leadership funded by Department</i> <i>Quality texts and resources to support</i>	Recommended by dept	1,2 ,4 5

<i>reading fluency project</i> £2125		
<i>Wellcom intervention program</i> <i>Internal</i>	EEF research on impact of oral language interventions- high impact/ low cost	1,2,3,4
<i>Rapid Reader</i> <i>2x pm per week, 30 weeks</i> £5300	NFER research indicates Rapid Reader can improve a child's reading age by significantly more than the normal rate of progress	1, 4, 5.
<i>Shine/ Power of 1/Power of 2/Complete Maths</i> <i>2x am supply per week</i> £4032/term- £8064	Shine is unused yet but has been recommended by department Power of 1/power of 2 is a progressive program identifying gaps in learning and addressing them before moving on, providing firm foundations for learning and progression Complete Maths purchased by CYPES for use in all schools as a tuition approach and diagnostic tool.	1,2,3,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support Lead/ELSA:</i> <i>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.</i> £9731	Impact data on attendance shows reduction in low attendance for a number of our JP children and increased access to support networks- impact has meant higher attendance and punctuality, with increased access to curriculum entitlement impacting positively on progress	6
<i>Monthly afternoon Parent workshops/ drop in sessions lead by</i>	Parent voice indicates desire to support, but also feeling anxiety about not knowing how to.	1, 3,4,5,

<p><i>class teacher/subject lead to build parent confidence in specific areas- eg reading, writing, Maths skills, appropriate to year groups.</i></p> <p><i>Development of parental handbooks to support this.</i></p> <p><i>4 pm sessions per month</i></p> <p><i>X 8 months=£2816</i></p>	<p>The Children's Plan published by the Department for Children, Schools and Families (DCSF) in 2007 sites research shows overall positive impact of parental involvement in supporting their children's learning</p>	
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Total budgeted cost: £ 74000

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2020 to 2021 academic year.

Teaching Projects

Re-establish whole staff understanding of JP and then shared responsibility for this aspect, inc. barriers to learning.

- Teachers show in Pupil Progress Meetings an increasing depth of understanding about JP children and then understanding of how /they meet needs. They report actions that are increasingly effectively targeted to the needs of JP children in their classes and are able to evidence the positive impact of this support.
- Following staff training, staff now show both increased awareness of the JP strategy and are clear about their areas of responsibility.

Reading:

The key focus was on developing consistent practice across the school using evidenced teaching approaches that improve children's progress.

Indicators of success:

- The vast majority of Reception children reached age related expectations (ARE) in reading in 2020-21, and are on track to reach ARE in 2021-22.
- There is an increasing percentage of KS1 and LKS2 (Y3 and 4) children reaching age related expectations and most children are making at least or more than expected progress.
- Bel Royal end of KS1 data is now broadly in line with Government of Jersey school averages.
- Year 4 reading results show a closing of the gap at the end of the summer term 2021 with the percentage of children at developing or secure above the island average in reading, but the percentage secure still below island averages. This remains a focus for work.
- End of KS2 data shows considerable impact of the Read Write Inc. Fresh Start approach, as well as the impact of coaching and the Hampshire Text Drivers approach to writing. 83% of our JP children reached ARE in reading, and 100% of JP children achieving 'developing or secure' in reading, well above the Jersey averages.
- Children in Y5/6 that accessed RWI Fresh Start are making good or better progress against prior attainment.
- Evidence from teachers and pupil conferencing suggests children across the school enjoy reading more and have greater confidence when tackling learning across the school.
- PIRA data suggests that children accessing Cracking Comprehension in KS2 improved their higher order reading skills (e.g inference). KS2 children also show improved confidence and performance when tackling reading assessments and responding to challenging texts for their age.
- Teachers demonstrate more confidence in their teaching of phonics and reading and the quality and monitoring has shown that the consistency of practice has improved.

Areas to continue to develop:

- Continue to raise standards of reading for children in older classes that still need to catch up to ARE.
- Continue to invest in maintaining the training of staff and monitoring to ensure high quality teaching and progress.
- Target the attainment of children in Year 5 to close the gap towards ARE in reading.

Writing Development:

The key focus was to use an evidence-based approach (Hampshire Text Drivers) 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. In addition, we will continue to embed the Read Write Inc. Spelling approach to enable children to apply phonics and spelling skills to ensure improved progress in spelling.

Indicators of success:

- Increasing percentage of KS1 and KS2 children are reaching age related expectations and the vast majority children are making at least or more than expected progress.
- Through monitoring, children report that they enjoy writing more and have greater confidence applying writing skills, inc. grammar, punctuation and spelling, when tackling learning across the curriculum. Evidence from internal and external monitoring shows a rapid improvement in the quality and consistency of writing demonstrating a successful implementation of the Hampshire Text Drivers approach.
- At the end of KS1, there was a significant narrowing of the attainment gap with more children attaining ARE and evidence of accelerated progress, which continued into Year 3.
- Year 4 cohort (now in year 5) showed significant progress in attaining at ARE, although this remains a year group targeted for support.
- At the end of KS2, half of our JP children in Year 6 achieved ARE, which is above the islands averages, and 100% of our JP children were developing or secure as writers. This is a significant improvement on the results of this same cohort a year before.
- Evidence from monitoring suggests that teachers have seen, and children feel, an improvement in seeing themselves as successful writers. This has led to improved learning dispositions in lessons that involve writing activities, and higher quality presentation and outcomes.
- Data from assessments suggests improved progress in spelling, so more children are working at age related expectations in spelling, however, especially in KS2 this remains an area in need of further development.
- Teachers report that they have more confidence in their teaching of writing, and monitoring suggests that the consistency of practice across the school is improving.

Areas to continue to develop:

- Attainment in writing for Year 3 and 5
- Closing the gap across the school with more children attaining ARE, especially at the end of KS1 and in LKS2.
- Spelling at KS2.

Maximising the Impact of Teaching Assistants (MiTA)

The key focus was on developing understanding of the research about the effective use of support staff across the school, developing the skills of support staff to ensure maximum impact of their role to support learning.

This project was initially delayed due to the impact of staffing pressures through Covid.

Indicators of success:

- All support staff are developing clear, understanding of how to be more effective in their role drawn from evidence, and are clear about what good practice looks like.
- All staff have accessed online training through the SEND conference on improving outcomes for children with learning difficulties

- Evidence from monitoring and discussions shows that this remains an area to focus on. There is evidence of good practice, but also evidence of practice that needs to be developed further. Monitoring remains at an early stage.
- Training has been delivered to upskill staff on best practice, e.g ADHD, MLL learners. Further training is planned for the future around Autism, SEMH, Mental Health and Wellbeing.
- The ability to deliver this has been impacted on by Covid and staffing pressures and will need to be continued.

Areas to continue to develop:

- Training for staff around Autism, SEMH, MLL learners. Next SEND conference series focusses on the importance of wellbeing for all in May.
- Embed further developments following monitoring, and evidence good practice around the school.

Development in Maths

The key focus was to implement a whole school consistent approach to the teaching of maths to ensure children have access to high quality and progressive teaching, to improve progress and attainment. As a result, Maths No Problem (MNP) has been successfully introduced across KS1/2.

Indicators of success:

- Whilst this is still in the early stages of development, monitoring suggests MNP has already impacted positively on the quality of teaching and learning.
- End of KS1 data showed a significant narrowing of the attainment gap against Government of Jersey schools. More recent data suggests that there has been continued accelerated progress. Overall data for JP children was significantly above the Gov maintained schools' averages.
- The Year 4 cohort (now in Year 5) continue to be an area of focus, although autumn 2021 data indicates a significant closing of the gap, which would be slightly above island average (based on Summer 21 figures).
- At the end of KS2, two-thirds of our JP children achieved ARE in maths, which is above the islands averages, and a great improvement on previous years. All of our JP children were Developing or Secure in maths. This indicates early impact of the MNP approach as this cohort were significantly below this at the end of year 5
- Regular training and professional development through online support and local maths advisory staff has been delivered throughout the year, as well as a significant investment in regular facilitated planning support in the first year of the MNP approach. This investment has benefitted staff's understanding of the approach and the consistency of the roll out of the approach, as evidenced from monitoring. Further investment in training and planning support will be essential to continue to improve the quality and consistency of teaching and planning in this area.
- Coaching and sharing practice between the teachers was well received. However, this further development to ensure the needs and skills of all staff are targeted and developed appropriately and effectively. Coaching has been well-received by staff.

Areas to continue to develop:

- Continue to develop coaching and facilitated planning to develop teachers' confidence in maths teaching and raise attainment and progress
- Continue to develop fluency in maths by using Times Table Rock Stars and Numbots and Complete Maths.
- Continued investment in staff development through InSet time and meetings.

OLEVI Creative Teacher Programme (CTP)

The key focus was to develop shared understanding of effective teaching and learning and to ensure all teachers focus on developing aspects of their own practice through the use of a coaching approach.

Indicators of success:

- Staff are able to demonstrate 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 delivery and for some staff this showed increase in progress and engagement from the children.

Areas to continue to develop:

This approach had inconsistent impact and did not work that well for all because some staff needed a more instructional approach to coaching. A more instructional approach to coaching is being developed in 2022 using the Get Better Faster model which should address this.

Targeted academic interventions**RWI 1:1 catch up**

The key focus was to ensure that children that are slightly behind or not making sufficient progress through their RWI sessions have extra bespoke tuition to catch up.

Indicators of success:

- Evidence from the RWI tracking tool suggests that the vast majority of children accessing the catch-up sessions have made accelerated progress and indicates a narrowing of the gap between themselves and peers.
- Evidence suggests that these children are better able to access class learning and apply skills in wider reading and writing sessions.

RWI Fresh Start Y5/6

The key focus was 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.

- Evidence from exit data and end of year assessment suggests that EOYJP children have made significant progress in closing the gap in reading and writing in comparison to the previous year
- This has resulted in a boost to their confidence and improved their attitude to learning as the resultant progress enables them to access learning more successfully across the curriculum.

Areas to continue to develop

- Although these sessions have been impactful, a number of sessions were cancelled due to staffing pressures caused by Covid, these sessions will continue to form a major part of the JP strategy this year.

Catch Up Numeracy

The key focus was to narrow the gap in children's maths development.

Although two staff members were trained in this approach, this work did not commence due to staffing changes and pressures. One staff member left the school shortly after training, and another was redeployed to a new role.

Wider strategies**Pastoral Support Lead/ELSA:**

The key focus here was 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.

Evidence suggests that more children were able to access

- ELSA support and other pastoral support 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. A new policy was put in place to ensure consistency in selection of the children.
- The Pastoral Lead was able to work with families to ensure they accessed appropriate support with housing, family support, holiday clubs etc. This has been positively received by these families and improved engagement with school life. In addition, through Early Help and signposting, other families have been directed to appropriate support in a timely fashion.
- Evidence shows work leading to improvements in, and successful completion of attendance plans indicating the pastoral support has also impacted on attendance positively.

IT provision for Learning at Home

The key focus was 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.

A stock of devices was purchased, and these have been loaned during home learning and Covid absences as required, improving access to learning for these children.

What other feedback have you had on your plan or activities?

This JP plan and strategy was shared with, reviewed by and received positive feedback from external advisors:

Cris Lakeman- JP lead advisor

Rachel Baxter- Schools senior advisor

Andrew Redpath-Lead Reviewer

Specific areas were shared with, and supporting evidence from

Chris Cheal- Hants advisory team review

Caroline Whitehead- English advisor

Andy Parkinson- Mathematics advisor

Helen Fairhead- Maths lead teacher