



St Clement School

Jersey Premium Statement – January 2020

Jersey Premium has been introduced to help all children get the very best from their education, regardless of their socio-economic background or barriers to learning. The funding is a commitment from the States of Jersey to ensure that every pupil has an equal opportunity to access the full curriculum, to receive high-quality teaching tailored to their needs and to perform to the best of their ability. Schools will strive to raise the aspirations and educational attainment of all pupils, regardless of their eligibility for Jersey Premium.

At St Clement School, in 2019 we received **£24,120**

Number of children eligible, in 2019 was **24**

At St Clement's School we provide a broad and balanced curriculum with creative and challenging activities within a safe, inclusive learning environment. Throughout their time at our school, pupils will develop our core values of perseverance, empathy, learning from mistakes and the ability to collaborate with others. Pupils are encouraged to use these skills to enable them to 'Aim High and Achieve' in all areas of the curriculum. We are firmly committed to providing these educational opportunities for all of our children regardless of background or barrier to learning.

In order to do this we plan strategically to:

- **Provide the highest quality teaching in all of our classes**
We believe that high quality teaching that is based on a broad, balanced and enriched curriculum is the most important thing that we can do. We plan high quality professional development to ensure excellent classroom teaching is happening in all our classes. We are ambitious for the academic attainment of all pupils, regardless of starting points and challenges they face.
- **Use data and our knowledge of pupils to identify individual barriers to learning**
Our teachers know the children in their class best and through an analysis of their progress the teachers can identify the best way to meet their needs. By closely monitoring what is happening in the classroom and organising in depth progress meetings we can ensure that individual needs are being met. Multiple sources of data are gathered and analysed by the Leadership Team to inform strategic planning and pinpoint areas of focus for our School Development Plan.
- **Provide enrichment opportunities**
The school organises a variety of extra-curricular opportunities for children to extend their learning.
- **Develop children's communication, language and literacy**
This is important in ensuring all children have full access to the curriculum and can develop the social relationships necessary to be successful. This needs to start as

soon as children come to school. We aim to provide a high quality, language rich curriculum in all our classrooms. Where necessary we provide evidence based intervention programmes to boost language and literacy skills.

- **Provide social and emotional support for identified pupils**

We believe that in order for children to achieve, they need to be socially and emotionally secure. We have organised our school so that we are able to offer the right support for any child who needs support in these areas. At our school we understand that there is a high correlation between academic achievement and self-esteem.

Our aim is to remove barriers to learning so that Jersey Premium children can make accelerated steps towards achieving their potential. We do this by choosing whole school initiatives which are evidenced based to have a positive impact on all learners in the school and by auditing individual needs and responding pro-actively to them.

At our school, we endeavour to ensure that our Jersey Premium learners achieve their best, both in terms of academic and social outcomes. Last year we spent the allocated budget in the following ways :-

Projects 2019

Area of development	What did we do?	What was the impact?	What did we spend? (approximately)	What will we do in 2020
Provide the highest quality teaching in all of our classes	<p>We updated our Teaching and Learning policy.</p> <p>We continued to employ an extra member of staff for some part of the day in each of our Foundation, KS1 and KS2 classes so that higher quality interactions can take place. Extra staffing allows for more time to be used for high quality observations for 'focus' children. It also allows for various types of intervention to take place.</p> <p>We planned a variety of responses based upon the identified need, these included:-</p> <ul style="list-style-type: none"> • Maths extension groups • Language enrichment groups • Phonic catch-up groups 	<p>This ensures that every child in our school will have access to high quality learning and teaching.</p> <p>The quality of learning and teaching has continued to improve in our school. Our Jersey Premium children achieve in line with the other children in the school.</p>	£19,200	<p>We will continue to use our Teaching and Learning Policy to inform our planning for all the children in the school to ensure equal access.</p> <p>Continue to fund extra teaching assistants in our Foundation, KS1 and KS2 classes to enable this type of support to continue.</p> <p>Employ another Early Years teacher on a part time basis to ensure high quality interactions</p>

	<ul style="list-style-type: none"> • Spelling practise groups • Writing intervention groups • 1-1 Speech and Language support • 1-1 fine motor control practise 			across the Foundation Stage.
Use data and our knowledge of pupils to identify individual barriers to learning	<p>Throughout the year,during our JP meetings, we continually updated our Jersey Premium Audit Tool, so that we could gather information and identify possible barriers to learning. We then planned a variety of responses based upon the identified need, these have included:-</p> <ul style="list-style-type: none"> • Help with homework sessions • Providing resources and advice for take home tasks • Provision of extra reading books • Signposting parents to our Parent Drop In sessions • Sharing specific emotional needs of children at our weekly briefings so that the whole school community can lookout and support these children <p>We invited the KS2, JP lead teaching assistant, to our JP meetings so that she was able to become an advocate for their needs.</p>	<p>Resources were targeted in a specific way to ensure best possible outcomes.</p> <p>The JP lead familiarised herself with the needs of our JP children and then she took the responsibility to ensure these needs were met. This approach was valued by our children and was noted in our Year 6 Exit Interviews.</p>	£ 470	<p>Continue with the use of the Audit Tool. We will plan time for teachers to update it throughout the year. Individual needs will be discussed at Progress Meetings and the arrangements will be put in place to meet these needs.</p> <p>Continue to include the teaching assistant who is going to be working in KS2 in the meetings so that she is aware of individual children's barriers and challenges so that she can work with class teachers to respond to them.</p> <p>Provide training for all staff so that they can develop their understanding of disadvantage and how to meet different types of need.</p>

<p>Provide enrichment opportunities</p>	<p>As a school, we have provided a variety of enrichment activities that were identified through our Audit Tool.</p> <p>These have included:-</p> <ul style="list-style-type: none"> • swimming catch up sessions, • Fit Kids • Attending After School club. • Ensuring that all children who auditioned for our school production were given the opportunity to participate. • Ensuring that all children have an opportunity to represent the school in our sports teams if they attend practises. • Ensuring that all children are encouraged to put themselves forward to be a Class Council Representative. 	<p>This has had a positive impact on self-esteem, health and friendships. It has enabled all children to widen their friendship groups. Arrangements have been put in place to ensure all children can attend production rehearsals, sports practices, away games etc.</p>	<p>£750</p>	<p>Continue with this approach on an individual need basis.</p> <p>Look to expand enrichment activities.</p>
<p>Develop children's communication, language and literacy</p>	<p>Each term we organised Progress Meeting for each class in our school. During these meetings we discussed the communication, language and literacy needs of all our children in the school.</p> <p>We responded to individual and group needs in a variety of ways:-</p> <ul style="list-style-type: none"> • 1-1 SALT support • Language intervention groups • Phonics intervention groups • 'Give away book day' to celebrate World Book day <p>We have also trained 3 members of staff to deliver a 1-1 Boosting Reading @Primary reading programme to those children who have been identified by their teachers as needing an extra boost in reading.</p> <p>We have invited 2 volunteers from ECOF (Every Child Our Future) to regularly listen to the children in our KS1 classes who are just behind their age related level in reading</p>	<p>End of year data shows that during the last academic year all Jersey Premium children made progress in communication, language and literacy and were working within their age group expectations.</p> <p>All children on 1-1 programmes made accelerated progress from their starting points. Significant progress was made with the year groups 1-3.</p>	<p>£1500</p>	<p>Introduce the Wellcomm intervention programme into Our Foundation Stage.</p> <p>Continue with 1-1 reading programmes and provide additional in class support to ensure that children make at least good progress</p> <p>Organise for more ECOF volunteers to come into school to listen to those children who are just behind their age related level in reading.</p> <p>We are going to roll out the 'Five Minute Box' programme that we have started</p>

				to use to support readers in Year 2 to other year groups.
Provide social and emotional support for identified pupils	<p>This year we have paid for an extra member of staff to cover our 4 ELSA trained members of staff to deliver an emotional literacy programme to identified children in school.</p> <p>We have continued to develop and resource our Quiet Place and it is used to deliver our ELSA and Well Being sessions. It is also a calm area for any child who may need it. We have bought a range of diversity and sensory resources for our Quiet Place</p>	Children enjoyed participating in their sessions in the calm environment of the Quiet Place. They were also taught how to use the skills that they have learnt back in the classroom. Pre and post intervention assessments demonstrate this.	£2000 £200	<p>Future financial resources to be targeted on extra resources to enrich the provision.</p> <p>Set up a Forest School</p>
Total =			24,120	

For more information about Jersey Premium initiative, please visit the States of Jersey Education website address <https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>

Jersey Premium Plan-2020

Our Data report for 2018-2019 showed that our Jersey Premium pupils are working in line with their peers. This year, we have planned to continue our two-tier provision for our Jersey Premium children. This is a balance between whole school initiatives to improve teaching throughout the school and targeted individual support. We use evidenced based approaches (derived from Educational Endowment Teaching and Learning Toolkit) and we carefully adopt them to our context and the needs of individual children.

This year we have **34** children eligible for Jersey Premium.

The Jersey Premium budget for 2020 is **£34.170**

Area of development	What will we do?	Rationale	How will we measure impact?	Approximate Cost
Provide the highest quality teaching in all of our classes	To use our updated Teaching and Learning policy to inform our planning and to monitor teaching.	Mastery learning, the importance of feedback and collaborative learning are all at the heart of our policy. Research shows that these teaching and learning	Our end of year data regarding pupil outcomes will be used to measure impact.	

	<p>We are going to employ an extra, experienced Foundation Stage Teacher for the mornings of the spring and summer term to develop spoken language skills outside and in our Forest School. (see below)</p> <p>To continue to employ an extra member of staff for some part of the day in our KS1/KS2 classes so that higher quality interactions can take place. Extra staffing allows for more time to be used for high quality observations for ‘focus’ children and also allows for various types of intervention to take place. We plan a variety of responses based upon the identified need, these will include:-</p> <ul style="list-style-type: none"> • Maths extension groups • Language enrichment groups • Phonic catch-up groups • Spelling practise groups • Writing intervention groups • 1-1 Speech and Language support • 1-1 fine motor control practise 	<p>methods have a positive impact on pupil outcomes.</p> <p>To continue to improve the quality of learning and teaching in the outdoor areas of our Nursery and Reception classes. Research shows that Early Years Intervention has a positive impact on pupil outcomes.</p> <p>The quality of learning and teaching will continue to improve in our school. Our Jersey Premium children will continue to achieve in line with the other children in the school.</p>	<p>This will be measured using EExAT – the foundation stage assessment system.</p> <p>Termly Pupil Progress Meetings</p> <p>Formative and summative assessments will be completed by class teachers in order to identify barriers to learning. Planned responses will have positive outcomes, both in terms of well-being and academic success.</p>	<p><i>£18,000</i></p> <p><i>£12,000</i></p>
<p>Use data and our knowledge of pupils to identify individual barriers to learning</p>	<p>Throughout the year, we will continue to update our Jersey Premium Audit Tool so that we can gather information and identify possible barriers to learning. We will then plan a variety of responses based upon the identified need, these will include:-</p> <ul style="list-style-type: none"> • Homework help sessions to be run at lunchtime in the School Library • Providing resources and advice for take home tasks • Provision of extra reading books 	<p>Resources will be targeted in a way that is best for each child so that best individual outcomes are achieved.</p> <p>Learning and teaching will be adapted to take into consideration individual barriers.</p>	<p>Jersey Premium Lead to monitor the Audit tool to ensure that it is up to date and that needs are responded to as necessary and they have had a positive impact.</p> <p>Staffing, interventions and responses will be dynamic throughout the year so that need can be responded to.</p>	

	<ul style="list-style-type: none"> • Signposting parents to our Parent Drop In sessions • Sharing specific emotional needs of children at our weekly briefings so that the whole school community can lookout and support these children • ELSA and Well Being intervention programmes. 		<p>Include the teaching assistant who is going to be working in KS2, in the Jersey Premium meetings so that she is aware of individual children's barriers and challenges so that she can work with class teachers to respond to them.</p>	
<p>Provide enrichment opportunities</p>	<p>As a school, we will continue to provide a variety of enrichment activities that are identified through our Audit Tool. These may include:-</p> <ul style="list-style-type: none"> • Attending Morning and After School club. • Ensuring all children who audition for our school production are given the opportunity to participate. • Ensuring that all children have an opportunity to represent the school in our sports teams if they attend practises. • Ensuring that all children are encouraged to put themselves forward to be a Class Council Representative. 	<p>This will have a positive impact on self-esteem, health and friendships. It will enable all children to widen their friendship groups. Research show that this will also have a positive impact on educational attainment.</p> <p>Arrangements will be put in place to ensure all children can attend production rehearsals, sports practices, away games etc.</p>	<p>Jersey Premium Lead to monitor the Audit tool to ensure that it is up to date and that needs are responded to as necessary and they have had a positive impact.</p>	
<p>Develop children's communication, language and literacy</p>	<p>We will introduce the WellComm programme into our Nursery setting. This is a speech and language toolkit.</p> <p>We will employ an extra Foundation Stage Teacher for the mornings of the spring and summer term to</p>	<p>Children's early language is fundamental to learning. This programme will ensure that children's language development is a high priority in our school.</p> <p>The school is working towards all children,</p>	<p>Our end of year data will show that all the Jersey Premium children have made progress in communication, language and literacy and some are working at a secure level</p>	

	<p>develop spoken language skills throughout the Foundation Stage environment and in our Forest School. This teacher is also a forest School specialist and we will use him to work with our KS1 and KS2 children in the summer term if our audit tool shows they will benefit from this approach.</p> <p>Each term we will organise Progress Meeting for each class in our school. During these meetings we will discuss the communication, language and literacy needs of all our children in the school.</p> <p>We will respond to individual and group needs in a variety of ways:-</p> <ul style="list-style-type: none"> • 1-1 SALT support • Language intervention groups • Phonics intervention groups • 'Give away book day' to celebrate World Book day • Boosting Reading @ Primary intervention programme • Five Minute box <p>We will continue to use volunteers from ECOF (Every Child Our Future) to regularly listen to the children in our KS1 classes who are just behind their age related level in reading</p>	<p>despite their barriers reaching a high level in communication, language and literacy. In this way, the children will be able to better access other curriculum areas and enjoy all aspects of school life.</p> <p>Pupil Progress Meetings have indicated that there are a number of children who need to be listened to read more often, by an adult. This will help them make better progress in their reading.</p>	<p>within their age group expectations.</p> <p>Data will show that children have made good progress during these interventions and that they go on to maintain good progress when they re-join their class reading group.</p> <p>Data will show that the children who have been listened to read on a 1-1 basis will be much more confident and capable readers. They will also read a wider range of books.</p>	<p>£4170</p>
<p>Provide social and emotional support for identified pupils</p>	<p>We will continue to fund for an extra member of staff to cover our 3 ELSA trained members of staff to deliver an emotional literacy programme to identified children in school.</p> <p>We will continue to resource our 'Quiet Place' so that the needs of all the children who visit and learn there are met.</p> <p>A group of staff are attending training to develop their knowledge and skills so that they can meet the social and emotional needs of children in our Forest school.</p>	<p>Children enjoy participating in their sessions in the calm environment of the Quiet Place. They are also using the skills that they have learnt as part of their ELSA and Well Being back in the classroom.</p> <p>Research shows that group interaction in a Forest School promotes greater emotional intelligence in a child.</p>	<p>Pre and post intervention assessments will demonstrate the success of the intervention programme</p> <p>Empathy is one of our core values. More children in our school will develop and use this skill in their interactions with others.</p>	