

Jersey Premium Strategy Statement-2022

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	St Clement School
Number of pupils in school	214
Proportion (%) of Jersey Premium eligible pupils	20%
Academic year/years that our current Jersey Premium strategy plan covers	2022-2023
Date this statement was published	March 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Richard Heaven
Jersey Premium lead	Marianne Hickling

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£60 000
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	£1 353 027

Part A: Jersey Premium strategy plan

Statement of intent

At St Clement School, we aim to provide a rich and varied curriculum which engages all children in a safe, inclusive learning environment. Throughout their time at our school, our pupils develop the core values of perseverance, empathy, collaboration, and their ability to learn from mistakes. We want our children to Aim High, achieve and develop a love of learning that continues into secondary school and beyond.

We are proud of our inclusive school culture. We understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these barriers can be challenged. We plan to embed this culture further as part of our School Improvement Plan for 2022-2023.

Our internal assessments during 2020/21 show that the academic performance of our Jersey Premium children has improved across the whole school. We have more Jersey Premium children achieving Secure/Secure + compared to previous years and we are planning for this progress to continue. We aim to use additional funding to increase the progress, attainment, and enjoyment of school life of all our children and that there is no difference within the school between the progress made by our Jersey Premium children and their non-Jersey Premium peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and external assessments show that there has been a decrease in the 'readiness to learn' e.g. attention, focus etc.– there has been a noticeable decrease due to the pandemic.
2	A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This impacts negatively on all areas of the curriculum.
3	Limited cultural capital and enrichment - lack of experiences limits language and understanding

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
Disadvantaged children show a 'readiness to learn' when they are in a learning environment.	The Leuven Scale will be used by class teachers and observers. Disadvantaged pupils will show high levels of wellbeing and involvement.
Disadvantaged children enjoy school and are well motivated to learn.	Attendance for disadvantaged learners is above 95%.
Disadvantaged pupils can be highly successful academically.	The number of disadvantaged learners attaining developing/secure is in line with their peers.
Diverse languages, beliefs, cultures and families will be celebrated and valued.	Percentage of attendance of disadvantaged families at school events will be in line with non- disadvantaged families.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Maximising effective teaching and learning growth</p> <p>Activity: To organise a coaching and a trust based lesson observation programme to improve teaching and learning in school.</p> <p>Providing release time for class teachers to observe others and share good practice. This will inform the school's CPD programme and continue to improve the classroom practice of all teachers</p>	<p>The Sutton Trust has provided evidence that shows that improving the quality of classroom teaching helps all pupils to learn and especially helps disadvantaged pupils make even more progress.</p> <p>High Performing People- Transforming Cultures-Olevi</p>	1,2,3.

<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To continue to employ and train extra Teaching Assistants for afternoons in our KS1&2 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 allows for various types of interventions to take place.</p>	<p>EEF- Guidance report- Making Best Use of teaching assistants</p>	<p>1,2</p>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To employ an extra teacher to work in each class, from Year 1 to Year 6 for one morning a week to Team Teach with the class teacher. The focus is to improve the quality of feedback.</p>	<p>EEF-Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p>	<p>1</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Develop children's communication, language, and literacy</p> <p>Activity: We will embed the WellComm</p>	<p>Best start in speech, language and communication : Case studies</p>	<p>2</p>

programme into our Foundation Stage and for those children in school who need it. We will assess all the children and identify and teach their next steps through play-based activities.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim- Whole school approach to mental health and well-being</p> <p>Activity-Reintroduce opportunities to welcome parents through coffee mornings, drop-ins, pre/post-school social events, turn medical room into family support room</p>	<p>A “family-school” approach which involves the whole school community improves wellbeing for all – Anna Freud Centre.</p> <p>Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	1
<p>Aim: Provide social and emotional support for identified pupils</p> <p>Activity- We will continue to fund 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>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSA's) in schools. 2015</p>	1
<p>Aim: Develop the cultural capital of students in school.</p> <p>Activity-Curriculum leaders to develop their curriculum areas to ensure that all children have access to a broad, balanced, relevant,</p>	<p>Cultural Learning Alliance champions a right to art and culture for every child.</p>	3

knowledge rich curriculum. Equal opportunities to access to wider curriculum- swimming		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

1. Our end of year writing data for 2020/21 shows an improvement in the percentage of our children reaching secure/secure+ in their writing. When we spoke to the children regarding the benefit of having another teaching working in their classroom this is what they said: -

- 'She helps us to up level our writing'
- 'She helps children who need extra help by taking a group or working 1-1 with a child'
- 'She helps children catch up if they have missed school.'

2. Our end of year data for 2020/21, for reading, writing and maths shows an improvement in the percentage of our children reaching secure/secure+. When we spoke to the children regarding the benefit of having a Teaching Assistant working in their classroom this is what they said: -

- 'She works with the teacher to help children who are finding the work tricky'.
- 'She is really helpful and very calm. I can go to her if I don't know what to do'.

3. We have employed a qualified teacher to carry out pre Wellcomm assessment to identify those pupils who are below expectations. The identified pupils have received extra interventions and support from the teacher. By the end of the year most children who had received support were now working at an expected level. The few children who were not are receiving extra interventions this year.

When we spoke to the children about what they did in their WellComm sessions, this is what they said: -

- 'I play shopping lists with the teacher'.
- 'I do lots of talking, remembering, and guessing games.'
- 'I play matching games'.
- 'I learnt that 5 comes after 4'.

4. 18 children in Year 1 have been supported by our ECOF volunteers and they have been listened to read twice weekly.

12 children in Year 2 have been supported by our ECOF volunteers and they have been listened to read twice weekly.

When we spoke to the children about what they liked about their ECOF sessions, this is what they said: -

- 'I read on my own and she listens'.
- 'She smiles at me and gives me lots of stickers'.

5. If a child has social and emotional needs these are discussed at our Pupil Progress Meetings and the child is signposted for ELSA. Last year we supported 12 children throughout the year. The children learn coping skills and they transfer these skills into the classroom and beyond. At the end of the intervention, if we feel the child needs some extra support we refer them to our Well Being Facilitator or our Primary Health Worker.

Children's comments re. participating in a series of ELSA sessions:-

- 'I get to see an adult that I know and trust'.
- 'She can check how I am doing'

Further information (optional)

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