

# St Clement School



## Jersey Premium Evaluation 2022

Cohort & Funding	2022
Jersey Premium Budget	£60 000
Total number of pupils	214
Number of pupils eligible for Jersey Premium	43
% of pupils eligible for Jersey Premium	20%
Publish date	January 2022
Review date	December 2022
Jersey Premium Lead	Marianne Hickling

### Data

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.

Our school has an Additional Resource Centre that specialises in supporting the profoundly deaf pupils of Jersey. Our learning environments are acoustically advanced, they are fitted with sound field technology to improve listening conditions for all children in the school. We are committed to inclusion and in this way, we work with specialists to ensure that our school is accessible to all children.

We plan to embed this culture further as part of our School Improvement Plan for 2022-2023. The strategic vision for this plan is – to develop effective, inclusive practice at St Clement's School to ensure that all pupils thrive in the formal and informal curriculum.

Our internal assessments during 2021/22 show that the academic performance of our Jersey Premium children over the last three years has improved across the whole school. We have more Jersey Premium children achieving Secure/Secure + 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.

## Whole School Teaching projects

Project and Rationale	Impact
<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>All staff in the school have been trained in the benefit of coaching and mentoring as key tools for securing school improvement. The tool of coaching is being used as a vehicle in school to improve teaching and learning across the whole school.</p> <p>The teachers in the school have been working with their coaching pair to discuss and set targets to move learning forward in their classrooms, using feedback.</p> <p>We have developed a system of opening our classrooms so that all staff can observe and learn from each other. So far, we have observed peers trialling feedback strategies, maths reasoning and journalling and phonics teaching.</p> <p>Staff have participated very positively in the coaching programme. They recognise that they are on a journey of improvement and constantly looking at ways to improve their teaching. One teacher commented: -</p> <ul style="list-style-type: none"> <li>• 'Coaching has been useful to be able to focus on one small action and to be held accountable to do it as you knew you were going to be talking about it. One idea to keep in mind is to make the target small!'</li> </ul>
Project and Rationale	Impact
<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&amp;2 classes so that higher quality interactions can take place.</p> <p>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>Our end of year writing, reading, maths and science data for 2021/22 shows that the progress of children in receipt of the Jersey Premium matches the progress of children with a similar starting point.</p> <p>When we spoke to the children regarding the benefit of having a Teaching Assistant working in their classroom this is what they said: -</p> <ul style="list-style-type: none"> <li>• 'The Teaching Assistant teaches the class if the teacher needs to work with individuals.'</li> <li>• 'Because the Teacher is new the Teaching Assistant helps her find out where everything is.'</li> </ul>

	<ul style="list-style-type: none"> <li>• ‘Sometimes she helps me with my work.’</li> <li>• ‘She is good at organising our classroom.’</li> <li>• ‘If she wasn’t there it would be much more difficult for our teacher.’</li> </ul> <p>One teacher commented on the benefit of having extra Teaching Assistant support in the class:-</p> <ul style="list-style-type: none"> <li>• ‘Having an Extra TA for the mornings has been hugely beneficial as they have been able to support children to allow me to work with JP children. I have also used the TA to work with JP children and I have been freed up to work with others. I have also used them where appropriate to complete admin tasks to reduce my workload to allow for better planning/teaching etc.’</li> </ul>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></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.</p> <p>The focus is to improve the quality of feedback.</p>	<p>Our end of year writing, reading, maths and science data for 2021/22 shows that the progress of children in receipt of the Jersey Premium matches the progress of children with a similar starting point.</p> <p>When we spoke to the children regarding the benefit of having another teacher working in their classroom this is what they said: -</p> <ul style="list-style-type: none"> <li>• ‘She helps us by giving us an extra hand.’</li> <li>• ‘She can help children who struggle. I know how that feels, I struggled in Maths last week.’</li> <li>• ‘They can give those children who find it easy extra work.’</li> <li>• ‘It can help the classroom be calm and we get more learning done.’</li> <li>• ‘I like it when teachers give me feedback, rather than write it down, I can refer back to it.’</li> </ul> <p>One teacher commented on the benefit of having extra teacher working alongside them in the classroom:-</p> <ul style="list-style-type: none"> <li>• ‘This has been hugely beneficial! The ability to have a teacher who knows how to fully support the learning but also the way in which children learn has been huge. This has been through team teaching, group work, editing once finished etc.’</li> </ul>

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## Targeted academic interventions

Project and Rationale	Impact
<p>Aim: Develop children's communication, language, and literacy</p> <p>Activity: We will embed the WellComm programme into our Foundation Stage and for those children in school who need it.</p> <p>We will assess all the children and identify and teach their next steps through play-based activities.</p>	<p>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.</p> <p>When we spoke to the children about what they did in their WellComm sessions, this is what they said:</p> <ul style="list-style-type: none"> <li>• 'I play shopping lists with the teacher'.</li> <li>• 'I do lots of talking, remembering, and guessing games.'</li> <li>• 'I play matching games'.</li> <li>• 'I learnt that 5 comes after 4'.</li> </ul>

## Wider Strategies

Project and Rationale	Impact
<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>The school has refurbished the Medical Room into a Family Room.</p> <p>The Parent Engagement Worker bases herself in the room in the afternoons and she is available to talk to parents.</p> <p>Meetings with parents take place in this room and this much less threatening compared to the meeting in the headteachers office.</p> <p>Children who find it difficult to separate from parents are settled in the Family room in the morning, they have access to milk, cookies and toys. This has enabled children to settle much quicker.</p>
Project and Rationale	Impact
<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</p>	<p>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 25 (11%) children throughout the year. The children learn coping skills and they transfer</p>

<p>members of staff to deliver an emotional literacy programme to identified children in school.</p>	<p>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.</p> <p>When we spoke to the children about what they did in their ELSA sessions, this is what they said:</p> <ul style="list-style-type: none"> <li>• 'I am learning to control my anger. If I get mad I can go to the Lighthouse, tell a teacher or take deep breaths. Afterwards, I can get on with my work.'</li> <li>• 'She helps me think positive about myself.'</li> <li>• 'She is kind and this helps me talk to her.'</li> <li>• 'She helps me reduce my anger so that I don't let it out on somebody. She has lots of ideas and suggestions.'</li> </ul>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<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, knowledge rich curriculum.</p> <p>Equal opportunities to access to wider curriculum-swimming</p>	<p>Students who have been supported to participate in extra curricular activities, residential trips and day trips and so have benefited in a variety of ways. It helps them develop a strong sense of identity and a sense of belonging. Children have developed their oracy skills as well as a love and interest in learning. These types of activities also promote teamwork and collaboration.</p> <p>These are examples of activities and trips that have been supported this year:</p> <ul style="list-style-type: none"> <li>• Participating in neolithic activities at La Hougue Bie</li> <li>• Participating in the John Muir Environmental Award scheme, focussing on wild places.</li> <li>• Attending Jersey Surf School and learning about water safety and surfing.</li> <li>• Residential trip to Crabbe Activity Centre</li> <li>• Trip to Quetivel Mill, the only surviving water mill in the island.</li> <li>• Trip to the Eric Young Orchid Foundation</li> <li>• Various Poets and Authors have been invited into school to inspire children and bring reading to life.</li> <li>• Attending the Bosdet Foundation Summer Camp.</li> </ul>

