

# St Clement School



## Jersey Premium Evaluation 2023

Cohort & Funding	2023
Jersey Premium Budget	£60 000
Total number of pupils	211
Number of pupils eligible for Jersey Premium	44
% of pupils eligible for Jersey Premium	20%
Publish date	January 2023
Review date	December 2023
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.

Up until September 2023, our school had an Additionally Resourced Centre that specialised in supporting profoundly deaf pupils in Jersey. As a result of this provision, our learning environments are acoustically advanced, they are fitted with sound field technology to improve listening conditions for all children in the school. In September 2023 this provision was changed to a generic Additionally Resourced Centre for children identified as having a wide range of complex needs. The aim of this provision is to provide targeted support which enables children to make progress, achieve their identified outcomes and access an adapted curriculum. 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 2023-2024. 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 2022/23 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 continue 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 implement a collaborative, instructional coaching programme for teachers as an ongoing tool for school improvement.</p> <p>DHT to provide 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 Coaching Model has been successfully introduced into our school. It has been used to develop Oracy and Voice 21. The benefits of working together and learning from each other was noted and the model was quickly used to develop Maths. It is now being used as a model to develop all aspects of teaching and learning across the school. The aim being to support sustainable growth through a culture of high-quality coaching.</p> <p>During the academic year, 2022/23, a coaching style staff meeting was planned for each half term. The first session involved working with a coaching partner and using specific journals to set individual targets. Opportunities to observe each other were planned for. The second staff meeting of the term was used to discuss and review targets with the coaching partner.</p> <p>One teacher commented: -</p> <ul style="list-style-type: none"> <li>• Coaching has been useful this year; to have time to talk to another teacher and to identify a small target. Having the time to talk to another colleague using the coaching strategies enables you to talk through the target and find the solution yourself.</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 so that higher quality interactions can take place. Extra staffing allows for more time to be used for high quality observations for 'focus' children</p>	<p>Our end of year writing, reading, maths and science data for 2022/23 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>

<p>and allows for various types of interventions to take place. It supports progress in classes.</p>	<ul style="list-style-type: none"> <li>• 'The Teaching Assistant keeps us on task'.</li> <li>• 'Because the Teacher is new the Teaching Assistant helps her find out where everything is.'</li> <li>• 'She always helps us with a smile'.</li> <li>• 'She is good at organising our classroom.'</li> <li>• 'She checks with the teacher to make sure she is teaching us in the correct way, she doesn't want us to get it wrong.'</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>
<b>Project and Rationale</b>	<b>Impact</b>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To employ an additional teacher to work in classes to Team Teach with the class teacher. The focus is to increase the quantity of feedback to pupils, particularly our disadvantaged learners.</p> <p>This will also ensure high quality teaching cover is available when needed.</p>	<p>Our end of year writing, reading, maths and science data for 2022/23 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>• 'There are more people to help me if I get stuck'.</li> <li>• 'Less children get frustrated'.</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 what they told me.'</li> <li>• 'I can go to them for an extra bit of help'.</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>• Having an extra adult in classroom will always be hugely beneficial. It enables you or the extra adult to work with individuals or groups (JP) whilst the other is teaching the whole class. This then facilitates the identifying of barriers to learning, promotes a better understanding of those barriers and enables focussed support for the child in order to be successful and make progress. It gives you or the child more time to understand the learning taking place.</li> </ul>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To provide supply cover so that in depth Pupil Progress Meetings can take place termly. The HT, DHT/SENCO and class teachers will meet to discuss progress, interventions, and barriers of all children, with a particular focus on disadvantaged children.</p>	<p>A Pupil Progress Meeting took place in September 2022, at the beginning of the academic year so that information and the previous year's data could be shared.</p> <p>Another 2 meetings took place throughout the academic year. The intention of these interim meetings was to keep track of children's progress, evaluate and adjust any extra support or interventions and to cross reference formative and summative assessments. These professional discussions are focussed on the whole child, not just their academic performance over the year.</p>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity- To improve the vocabulary of all pupils through the Voice 21 Oracy Programme to reduce the disadvantage gap. DHT to provide release time for the Oracy Lead to observe / team teach with others and share good practice. The school will fund 6 teachers to visit UK schools with Outstanding Oracy programmes so that Oracy is prioritised as a tool for learning across the curriculum.</p>	<p>Extensive training in the use of the Oracy Framework has taken place.</p> <p>25 members of staff attended open classroom sessions throughout the academic year.</p> <p>Sessions included how to use the Voice21 Talk Tactics, how to create discussion guidelines, how to use Oracy in Maths (Reasoning and Journalling), and using Oracy during Phonics.</p> <p>Informal follow up conversations with staff have highlighted how positive these sessions were.</p>

## Targeted academic interventions

Project and Rationale	Impact
<p>Aim: Develop children's communication, language, and literacy</p> <p>Activity: We will embed the WellComm, an early intervention Speech and Language Support 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.</p>	<p>We have employed a qualified teacher to carry out pre Wellcomm assessment to identify those pupils who are below age related expectations. She has worked in Year 1 and in the Foundation Stage. 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 continuing to receive further intervention 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- Repurpose our medical room into a family support room. Reintroduce opportunities to welcome parents through coffee mornings, drop-ins and pre/post school social events.</p>	<p>The school has refurbished the Medical Room into a Family Room.</p> <p>Our new Designated Safeguarding Lead bases herself in the room and she is available to talk to parents throughout the day.</p> <p>She has contacted various outside agencies and is signposting parents if they need extra help. Meetings with parents take place in this room and this is much less threatening compared to meeting in the Headteacher's 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 at the start of the school day.</p>
Project and Rationale	Impact
<p>Aim: Provide social and emotional support for identified pupils. This will ensure that children are ready to learn and are highly involved in their learning activities.</p> <p>Activity- We will continue to fund a member of staff to backfill the role of our 4 trained ELSAs. This will enable them to deliver an emotional</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 20 (10%) 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, SEMHIT or CAHMS.</p>

<p>literacy programme to identified children in school. We will continue to resource our 'Quiet Place' and our 2 Lighthouses so that the needs of all the children who visit and learn there are met.</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>• 'She is helping me with my stress and anger'.</li> <li>• 'I have made an Advent Calendar. Everyday it has a positive affirmation. Today it said, 'I am strong', I refer back to it when I'm feeling low'.</li> <li>• 'Before I took the lessons I got frustrated easily. Now I can control my anger and stay calm'.</li> <li>• I liked the volcano activity; the coca cola was me. When we added the mentos, that was the anger exploding. I learnt different ways to stay calm and relaxed'.</li> </ul>
Project and Rationale	Impact
<p>Aim: Develop the cultural capital and vocabulary of students in school.</p> <p>Activity: Purchase up to date books for both classrooms and the library to support the development of language and vocabulary.</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. Ensure equity of access to wider curriculum activities eg. swimming, Music in Action etc. Subscription to the 'This Week' Children's Magazine, ensuring every child in Year 5 and 6 has access to a copy.</p>	<p>We have consulted with a parent to ensure that our books on diverse families are up to date and relevant to the modern day.</p> <p>Our Headteacher has recently chosen a number of books to add to our library to enrich the choice of books available for our children to read.</p> <p>Students 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. 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>

**Aim:** Provide social and emotional support for identified pupils. This will ensure that children are ready to learn and are highly involved in their learning activities.

**Activity:** To train all of our Year 6 children in Peer Mediation techniques. The school will provide additional training and supervision for a number of Year 6 volunteers that agree to mediate low level conflict on the playground during lunchtimes.

All our Year 6 pupils received the initial Peer Mediation Training and they have termly 'check ins' with the Resolution Centre.

The school has employed a Peer Mediation Lead so that supervision is available for all our older pupils when they are mediating low level conflict on the playground during lunchtimes.