

Jersey Premium Strategy Statement-2024

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	218
Proportion (%) of Jersey Premium eligible pupils	23%
Academic year/years that our current Jersey Premium strategy plan covers	2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Richard Heaven
Jersey Premium lead	Marianne Hickling

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£65 000
Estimated Early Intervention (LPA)	£10 000
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	£75 000

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. As a school, we are passionate about creating and maintaining a culture of celebrating difference and achievement for all. 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. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners.

High-quality, adaptive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We recognise that the challenges are varied and there is no “one size fits all”. We ensure that all teaching staff are involved in the analysis of data and identification of pupil’s needs, through our Pupil Progress meetings and subsequent monitoring. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including children eligible for Jersey Premium, so that their needs are adequately assessed and addressed.

Up until September 2023, our school had an Additionally Resourced Centre that specialised in supporting the profoundly deaf pupils of 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 into a generic Additionally Resourced Centre for children identified to have 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 to 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 have planned to embed this culture further as part of our School Improvement Plan for 2023-2024. The strategic vision of this plan is to develop effective, inclusive practice at our school. We are continuing to build on the good work that has already happened. However, this next phase of the strategy is going to be centred on a theme of inclusivity for all of our pupils, particularly those from the most disadvantaged backgrounds. This is going to be part of a long-term plan.

Our internal assessments for the last 3 years 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. 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.

We aim to use additional funding to increase the progress, attainment, and enjoyment of school life for 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.

In our school, discussions have taken place which have centred on developing a precise understanding of the issues that are most preventing our disadvantaged pupils from thriving and attaining well. These have been based on diagnostic assessments, pupil voice, observations, discussions with teachers and prior knowledge / work from previous strategies and Jersey Premium training.

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age-appropriate way, this is impacting on a pupil's 'readiness to learn'.
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
4	Parental and pupil engagement in school and learning is lower for our disadvantaged children
5	Providing consistent high quality inclusive teaching during periods of leave.

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>Disadvantaged children will show a 'readiness to learn' when they are in a learning environment.</p>	<p>Disadvantaged learners will show high levels of wellbeing, involvement and being on task. The use of the Lighthouse, ELSA's, the Zones of Regulation and other pastoral interventions will support children to develop resilience, build their confidence and self-esteem. As a result, children will be ready to learn, engaged in the task and actively listening.</p> <p>Mental health concerns are addressed quickly and appropriately by signposting to The Mental Health Lead, ELSA, Well Being Facilitator, SEMHIT staff or the Child and Family Hub.</p>
<p>Disadvantaged children will enjoy school and are well motivated to learn.</p>	<p>Attendance for disadvantaged learners is above 90%.</p> <p>If there are difficulties an Attendance Plan will be put in place and families will respond positively to the plan and attendance will increase.</p> <p>Staff are aware of difficulties that may impact the attendance levels of disadvantaged learners and have plans in place to support them.</p> <p>Pupil consultations and welfare survey show the vast majority of pupils enjoy coming to school.</p> <p>School extracurricular activities are inclusive with many disadvantaged children attending them.</p> <p>Disadvantaged pupils will be given the opportunity for larger parts in school productions.</p>
<p>Disadvantaged pupils will be highly successful academically.</p>	<p>The number of disadvantaged learners attaining secure/secure+ is in line with their peers with a similar starting point.</p> <p>All disadvantaged learners make at least 'expected' progress in reading, writing and maths.</p> <p>There will be high levels of engagement and low levels of refusal in learning activities.</p>

	<p>Disadvantaged children will achieve a similar number of House points compared to their non-disadvantaged peers.</p> <p>Evident increase in knowledge of key skills across the curriculum is shown through in-class assessments, formal regular assessments, book looks, pupil voice and discussions at Pupil Progress meetings.</p>
<p>Diverse languages, beliefs, cultures and families will be celebrated and valued.</p>	<p>All children, including the disadvantaged, experience a range of trips and visits to build their cultural capital.</p> <p>Barriers to attending trips and school events are removed or reduced. As a result, attendance of disadvantaged families at school trips and events will be in line with non-disadvantaged families.</p>
<p>To develop the Oracy skills of pupils to close the disadvantage gap.</p>	<p>Attainment of disadvantaged learners is in line with all pupils.</p> <p>All children will make progress when participating in Wellcomm.</p> <p>All disadvantaged children will be working at their age-appropriate speaking age. (If a child has not completed the programme by the end of Reception, they will continue the programme into KS1.)</p> <p>The disadvantaged children in Reception will all achieve ELGs in Language and Speaking.</p> <p>Assessments and observations across the school will indicate significantly improved oral language skills amongst disadvantaged learners. This will be evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.</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: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 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>Evidence-https://www.olevi.com/</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>Dylan Williams-'Every teacher needs to improve not because they are not good enough, but because they can be even better'.</p> <p>Coaching and leadership opportunities: Through coaching opportunities, teachers to be more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the relationships with pupils and colleagues.</p>	<p>5.</p>
<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</p>	<p>Evidence-</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>In 2015, the EEF published a report 'Making the best use of Teaching Assistants' drawing on a strong research base. The report demonstrated that TA's can have a positive impact on pupil achievement.</p>	<p>1,5</p>

<p>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. It supports progress in classes.</p>		
<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>Evidence-</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>Reference - Shirley Clarke 'Effective Feedback' book.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>1,5</p>
<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</p>	<p>Evidence-</p> <p>https://www.worc.ac.uk/documents/AOR-Evidence-for-Teachers-Standards.pdf</p> <p>High quality conversations with the teachers to ensure good progress and outcomes for all our pupils. Together, they develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these.</p>	<p>1,5</p>

<p>barriers of all children, with a particular focus on disadvantaged children.</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>Evidence-</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap.</p>	<p>2</p>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity-to provide supply cover so that Subject Leader Monitoring meetings can take place with all Subject Leaders. All subject leaders will be involved in monitoring their subject so that it is accessible to all learners and expectations are consistent for all children.</p>	<p>Evidence-</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/using-research-evidence</p> <p>Data collected in schools and conversations with colleagues can inform effective decision making.</p>	<p>2,3,4</p>

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

Budgeted cost: **£15,000**

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, 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>WellComm</p> <p>https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>EEF oral language interventions: Assessing and planning oral language skills in the early years in order to deliver a 1,2 8 bespoke oral language development plan for individuals or small groups of pupils</p>	2,5

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Develop the cultural capital and vocabulary of students in school.</p> <p>Activity:</p> <p>Purchase up to date books for both classrooms and the library to</p>	<p>Evidence for importance of reading :</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life and it significantly influences the opportunities that children and adults have available to them.</p>	2,3

<p>support the development of language and vocabulary.</p> <p>To purchase 'This Week' Children's Magazine High quality reading resource for KS2 children</p>		
<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: 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.</p>	<p>References from research regarding Peer mediation are contained within the following link: https://www.scottishmediation.org.uk/wp-content/uploads/2016/08/Research-on-Peer-Mediation-Overview-2015.pdf</p> <p>Extensive research (incl. review papers) on peer mediation programs show that they are indeed successful in improving school climate by teaching students to constructively deal with conflict.</p>	1,2
<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</p>	<p>Evidence</p> <p>https://www.culturallearningalliance.org.uk/</p> <p>This is a social justice issue: research shows that children with an arts deficit are disadvantaged educationally and economically while their more fortunate peers who do participate in the arts are more resilient, healthier, do better in school, are more likely to vote, to go to university, to get a job and to keep it. Participation in the arts fuels social mobility.</p>	3

<p>access to a broad, balanced, relevant, knowledge-rich curriculum.</p> <p>Ensure equity of access to wider curriculum activities eg. swimming, Music in Action etc.</p> <p>Miscellaneous Family Support Support as required</p>		
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Total budgeted cost: £ 77,000

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 2023.

1. 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.

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.

One teacher commented: -

- 'Coaching has been useful this year; to have time to talk to another teacher and to identify 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'.

2. 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.

When we spoke to the children regarding the benefit of having a Teaching Assistant working in their classroom this is what they said: -

- 'The Teaching Assistant keeps us on task'.
- 'Because the Teacher is new the Teaching Assistant helps her find out where everything is.'
- 'She always helps us with a smile'.
- 'She is good at organising our classroom.'
- '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.'

One teacher commented on the benefit of having extra Teaching Assistant support in the class:

- '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.'

3. 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.

When we spoke to the children regarding the benefit of having another teacher working in their classroom this is what they said: -

- 'She helps us by giving us an extra hand.'
- 'There are more people to help me if I get stuck'.
- 'Less children get frustrated'.
- 'It can help the classroom be calm and we get more learning done.'
- 'I like it when teachers give me feedback, rather than write it down, I can refer back to what they told me.'
- 'I can go to them for an extra bit of help'.

One teacher commented on the benefit of having extra teacher working alongside them in the classroom: -

- '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'.

4. 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.

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.

5. Extensive training in the use of the Oracy Framework has taken place.

25 members of staff attended open classroom sessions throughout the academic year.

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.

Informal follow up conversations with staff have highlighted how positive these sessions were.

6. 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.

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'.

7. The school has refurbished the Medical Room into a Family Room.

Our new Designated Safeguarding Lead bases herself in the room and she is available to talk to parents throughout the day.

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.

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.

8. 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.

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

- 'She is helping me with my stress and anger'.
- 'I have made an Advent Calendar. Every day it has a positive affirmation. Today it said, 'I am strong', I refer to it when I'm feeling low'.
- 'Before I took the lessons I got frustrated easily. Now I can control my anger and stay calm'.
- 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'.

9. We have consulted with a parent to ensure that our books on diverse families are up to date and relevant to the modern day.

Our Headteacher has recently chosen several books to add to our library to enrich the choice of books available for our children to read.

10. Students have been supported to participate in extracurricular 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:

- Participating in neolithic activities at La Hougue Bie
- Participating in the John Muir Environmental Award scheme, focussing on wild places.
- Attending Jersey Surf School and learning about water safety and surfing.
- Residential trip to Crabbe Activity Centre
- Trip to Quetivel Mill, the only surviving water mill in the island.
- Trip to the Eric Young Orchid Foundation
- Various Poets and Authors have been invited into school to inspire children and bring reading to life.
- Attending the Bosdet Foundation Summer Camp.

11. 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.

