

Jersey Premium Strategy Statement-2025

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	203
Proportion (%) of Jersey Premium eligible pupils	23%
Academic year/years that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Heaven
Jersey Premium lead	Paris Pretty

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£78,000 + £4,000 MLL
Estimated Early Intervention (LPA)	£29,000
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	£111,000

Part A: Jersey Premium strategy plan

Statement of intent

At St Clement's School we provide a rich and varied curriculum which engages all children within a safe, inclusive learning environment. Throughout their time at St Clement's School, pupils develop our core values of perseverance, empathy, collaboration and their ability to learn from their mistakes. Pupils are encouraged to use these skills to enable them to 'Aim High and Achieve' together in all areas of the curriculum.

As a school, we are passionate about creating and maintaining a culture of celebrating difference and achievement for all. 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.

Until September 2023, our school had a specialist provision supporting profoundly deaf pupils. As a result of this provision, our learning environments were acoustically advanced, which improved listening conditions for all children in the school. In September 2023, the provision changed to a generic Additionally Resourced Provision 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 a bespoke curriculum.

We have planned to embed this culture further as part of our School Improvement Plan for 2025. 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.

Our internal assessments for the last 3 years show that the academic performance of our Jersey Premium children has improved across the whole school. The vast majority of children make at least expected rates of progress. If pupils are not making expected progress, they will have been highlighted in Pupil Progress discussions and targeted action will take place.

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 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	Providing consistent high quality inclusive teaching, including 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
Disadvantaged children will show a 'readiness to learn' when they are in a learning environment.	Disadvantaged learners will show high levels of wellbeing, involvement and being on task.

	<p>The relationships built by staff, the carefully planned P.S.H.E curriculum, the use of Zones of Regulation and the Lighthouse Rooms 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. Where children are needing more targeted support, the use of ELSAs and other pastoral interventions will be used to enhance support and will be monitored.</p> <p>Concerns (including mental health) are addressed quickly and appropriately by signposting to DSL, 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 is a decrease in attendance, parents will have an informal chat with DSL, Deputy Headteacher or Headteacher.</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 individual children.</p> <p>Pupil consultations and welfare survey show the vast majority of pupils enjoy coming to school.</p>
<p>Disadvantaged pupils will be highly successful in all areas of school, with a particular focus on academic success.</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>All teachers feel empowered to support the pupils in their cohort.</p> <p>All disadvantaged learners develop successful traits of a learner which are developmentally appropriate.</p> <p>Staff support the development of the traits of a learner and use the core value pebbles, core value days, experiences and other methods to support this development.</p> <p>There will be high levels of engagement and low levels of refusal in learning activities.</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>School will provide a curriculum which includes a range of visits and enhancements.</p>	<p>All children will have access to new books placed in the library and classrooms.</p> <p>All children will 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>Children that are prioritised for support through the WELCOMM intervention make progress and are assessed within age-appropriate levels by the end of the academic year.</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: **£79,159**

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>Where needed, 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>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p>Reference is made to the selection of mechanisms in order to further CPD. 'Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.'</p> <p>Effective Professional Development EEF</p> <p>'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>High-quality teaching EEF</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>4.</p>
<p>Aim: maximising effective teaching and learning growth.</p> <p>Activity: To continue to employ and train extra Teaching Assistants</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>https://educationendowmentfoundation.org.uk/</p>	<p>1,4</p>

<p>for afternoons 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. 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.</p> <p>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>'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>'It is important to give feedback when things are correct -- not just when they are incorrect.'</p> <p>Feedback EEF</p>	<p>1,4</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 barriers of all children,</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>1,4</p>

<p>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>'Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</p> <p>Oral language interventions EEF</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>'Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding.'</p> <p>Using research evidence EEF</p>	<p>2,3</p>

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

Budgeted cost: £29,583

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 https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p> <p>EEF oral language interventions: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Oral language interventions EEF</p>	2
<p>Aim: Develop children's emotional regulation strategies and respond to children's wellbeing needs</p> <p>Activity: to provide cover for ELSA to work with targeted children.</p>	<p>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1 & 2

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 support the development of language and vocabulary.</p> <p>To purchase magazines as a high quality reading resource for KS2 children</p> <p>To design 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>‘Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>‘An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.’ Build a culture of community and belonging for pupils EEF</p>	<p>2,3</p>
<p>Aim: Provide social and emotional support for identified pupils. This will ensure that children are ready to learn</p>	<p>References from research regarding Peer mediation are contained within the following link:</p> <p>https://www.scottishmediation.org.uk/wp-content/uploads/2016/08/Research-on-Peer-Mediation-Overview-2015.pdf</p>	<p>1,2</p>

<p>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>'Restorative practices help students to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness. Schools are increasingly turning to restorative practices to assist with creating a positive school community and respond effectively when problems arise.' Peer Mediation The Resolution Centre</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>	
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Total budgeted cost: £ 111,000

Estimated cost of Strategy: £118,742

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 2024.

A coaching programme for teaching staff has been successfully introduced at St Clement's. The aim of this coaching model is to support sustainable growth through a culture of high-quality coaching.

Initially, the model was used to develop all aspects of teaching and learning across the curriculum, including the development of Oracy skills. In the Autumn Term of 2024, the focus was specifically placed on effectively supporting children with SEND.

During the academic year, 2023/24, a coaching style staff meeting was planned for each half term. The first session involved working with a coaching partner and setting 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. In Autumn 2024, the coaching process was reviewed and updated to include the sharing of practice within check ins during the interim weeks.

One teacher commented: -

'The coaching process has ensured I have given time to reflect with regards to what is happening in class, considering how to improve. The partnership with year-group related colleagues has helped, as we understand the practical issues surrounding any difficulties. Having a sounding board and someone to talk through possibilities has also been a help.'

2. Our end of year reading, writing, maths and Science data for 2023/24 shows that the vast majority of children in receipt of the Jersey Premium are working at a 'Developing' level. The majority of pupils are assessed as working at a 'Secure' level in Reading, Maths and Science.

When we spoke to the children in Year 2 regarding the benefit of having a Teaching Assistant working in their classroom this is what they said: -

'She helped us check our maths to get it right. If we got it wrong, she would ask us again.'

'She would use a whiteboard and write words on there to help us with spelling.'

One teacher commented on the benefit of having additional adults supporting in the class: -

'Additional adult support has been invaluable. We, as a team, have been able to identify those pupils with individual needs and give them that little bit more focussed attention and support. Pupils have been given additional time, resources and scaffolding in class in addition to 1:1 and small group support out of class. My pupils have also benefited by receiving additional time with ECOF readers and BR@P interventions out of the class on a regular basis.'

Our end of year reading, writing, maths and Science data for 2023/24 shows that the vast majority of children in receipt of the Jersey Premium are working at a 'Developing' level. The majority of pupils are assessed as working at a 'Secure' level in Reading, Maths and Science.

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

'She was like another assistant and it was helpful.'

'The teacher is involved maybe teaching the whole class and then the other person is able to help other children. More help is better.'

One teacher commented on the benefit of having high quality cover available across the school:-

'It provides a sense of stability and continuity for both pupils and the teacher. It ensures routines and expectations are maintained. The consistency also helps maintain the momentum of the learning.'

A Pupil Progress Meeting took place in September 2023, at the beginning of the academic year so that information and the previous year's academic 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 were focussed on the whole child, not just their academic performance over the year.

One teacher commented on the benefit of having Pupil Premium Discussions: -

'They allow me to come up with clear and meaningful targets for specific individuals or groups of children, which then informs my planning for further strategies in class or intervention-based support. I value the collaborative approach with others, for example the SENDCO, in order to provide advice and share different perspectives during these professional discussions.'

The school is now in its third year of Oracy implementation. Extensive training in the use of the Oracy Framework has taken place. Members of staff attended a number of open classroom sessions throughout the academic year. Sessions included how to use the Voice21 Talk Tactics, sentence stems, how to use Oracy in Maths (through reasoning and activity choice) and the use of the Springboards for Talk. Informal follow up conversations with staff have highlighted how positive these sessions were.

Three trips to the UK have taken place during the academic year, visiting outstanding schools and attending conferences. One teacher commented on a recent Oracy trip :- *'I gained a lot from my recent visit to the UK. We began with the school visit, which allowed me to observe teaching practice across all year groups. Alongside the oracy strategies/ideas I observed, it was also fantastic to take some other useful ideas from what was seen. I have now begun using some of these strategies within my own teaching and the children have responded well to these.'*

Throughout the year, all subject leads have been able to complete one monitoring cycle of their subject. As a result of this monitoring, subject leads have been able to gain a good understanding of where their subject(s) is/are and where the next steps are for learning.

We have employed a qualified teacher to carry out pre-Wellcomm assessments to identify those pupils who are working below age related expectations. The teacher has worked in Year 1, Year 2 and in the Foundation Stage. The identified pupils have received extra interventions

and support from the teacher. By the end of the academic year the majority of children who had received support were now working at an age-appropriate level. The few children who were not, are continuing to receive further intervention this academic year.

Books have been purchased throughout the year and have been distributed in many ways. Teachers have been able to compile lists of books which their individual cohorts or year groups are wanting / needing to ensure that their class reading areas are up to date with interesting books that help to encourage reading.

New books have been purchased to go into the library. These books have either replaced existing, well-loved books, provided titles from current authors or broadened modern themes including climate change and female role models.

On two occasions, the headteacher has fostered a sense of excitement by doing a 'surprise order'. These titles are displayed in the foyer of the school, promoted in assembly and then either go into classrooms or the library.

When we spoke to the children regarding the new books they said: -

'I like that we have books that match to the time of the year (Christmas books near Christmas time, some spooky books near Halloween).'

'I liked the Dogman books. I had been wanting them, but they had all gone. I'm glad we have got more back.'

'When the Dork Diaries books came in – we've got all of them. It's made me more interested in them. I love Dork Diaries now. They are my favourite books.'

'I like that we get books for KS1 and KS2.'

'They're good! They're interesting. Sometimes I don't want to read them and then I read one page and they are so interesting, I have to carry on.'

When we spoke to the children regarding The Week Junior Magazines they said: -

'I like the Real or Rubbish section. It makes you think.'

'I like the puzzles. It is fun when the magazine links with our learning.'

All our current Year 6 pupils received the initial Peer Mediation Training in July 2024 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.

When asked about their role on the playground the Peer Mediators said:-

'It helps other children with their problems. We guide them but we don't solve their problems. This helps them in the future.'

'We don't give out solutions, they solve it and this helps them for the future.'

'If they are playing a game and get mad, we comfort them.'

When asked about the Peer Mediators role, other classes said:-

'If someone falls over, you can tell them, and they can get a teacher.'

'They solve problems. If people get into arguments, they sort it out with talk.'

'If you are being noisy or being physical, they ask what is going on.'

Pupils have been successfully supported to participate in extra-curricular activities, residential trips and day trips and so have benefited in a variety of ways. These activities help them to develop a strong sense of identity and a sense of belonging. Children have also 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:

Visiting local beaches

Participating in the John Muir Environmental Award scheme, focussing on outdoor studies and activities in wild places.

Attending Jersey Surf School - learning about water safety and surfing.

Residential trip to Crabbe Activity Centre

Trip to the Eric Young Orchid Foundation

Trips to the Jersey Festival of Words

Attending the Bosdet Summer Camp.

Within school we also offer a variety of clubs to develop the whole child. Some examples include:

Signing choir & Chess club

Fit Kids & Singing choir

Nature club & Gardening Club

Animation/Computing club

Zumba Kids club

Multiple sports clubs including football, netball and multisport

A small number of families have also benefitted from support with attendance at Morning Club in order to support the wider family.