

St Clement's School



Jersey Premium Evaluation 2024

Cohort & Funding	2024
Jersey Premium Budget	£73,000
Total number of pupils	211
Number of pupils eligible for Jersey Premium	49
% of pupils eligible for Jersey Premium	23%
Publish date	January 2024
Review date	December 2024
Jersey Premium Lead	Paris Pretty

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.

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 and were fitted with sound field technology to improve listening conditions for all children in the school. In September 2023, this 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 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 the last three years show that the academic performance of our Jersey Premium children has improved across the school. We have more Jersey Premium children achieving secure levels of learning 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, ensuring that there is no difference 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 and team teach with others, sharing good practice. This will inform the school's CPD programme and continue to improve the classroom practice of all teachers</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>One teacher commented: -</p> <p><i>'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.'</i></p>
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.</p>	<p>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.</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>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: -</p> <p><i>‘She helped us check our maths to get it right. If we got it wrong, she would ask us again.’</i></p> <p><i>‘She would use a whiteboard and write words on there to help us with spelling.’</i></p> <p>One teacher commented on the benefit of having additional adults supporting in the class: -</p> <p><i>‘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.’</i></p>
<p>Project and Rationale</p>	<p>Impact</p>
<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity: To employ an additional teacher to work in classes to Team Teach and support 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 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.</p> <p>When we spoke to the children regarding the benefit of having another teacher working in their classroom they said: -</p> <p><i>‘She was like another assistant and it was helpful.’</i></p> <p><i>‘The teacher is involved maybe teaching the whole class and the then the other person is able to help other children. More help is better.’</i></p> <p>One teacher commented on the benefit of having high quality cover available across the school : -</p> <p><i>‘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.’</i></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, with a particular focus on disadvantaged children.</p>	<p>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.</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 were focussed on the whole child, not just their academic performance over the year.</p> <p>One teacher commented on the benefit of having Pupil Premium Discussions: -</p> <p><i>'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.'</i></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 in order to reduce the disadvantage gap.</p> <p>School/DHT to provide release time for the Oracy Lead to observe / team teach with others and share good practice. The school will also 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>The school is now in its third year of Oracy implementation. Extensive training in the use of the Oracy Framework has taken place.</p> <p>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.</p> <p>Informal follow up conversations with staff have highlighted how positive these sessions were.</p> <p>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>'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.'</i></p>

<p>Aim: Maximising effective teaching and learning growth.</p> <p>Activity - To provide supply cover so that Subject Leader Monitoring can take place with all Subject Leaders. All Subject Leaders will be involved in activities that monitor their subject so that it is accessible to all learners and expectations are consistent for all children.</p>	<p>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.</p>
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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 WellComm (an early intervention Speech and Language support programme) into our Early Years classes and for any other pupils 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 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.</p> <p>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.</p>

Wider Strategies

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>To purchase 'The Week' Children's Magazine as a high quality reading resource for KS2 children.</p>	<p>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.</p>

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.'

Project and Rationale

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.

Impact

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.'

	<p>When asked about the Peer Mediators role, other classes said:-</p> <p><i>‘If someone falls over, you can tell them, and they can get a teacher.’</i></p> <p><i>‘They solve problems. If people get into arguments, they sort it out with talk.’</i></p> <p><i>‘If you are being noisy or being physical, they ask what is going on.’</i></p>
<p>Aim: Develop the cultural capital of students in school.</p> <p>Activity – Subject Leaders to develop their curriculum areas to ensure that all children have 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 as required</p>	<p>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.</p> <p>These are examples of activities and trips that have been supported this year:</p> <ul style="list-style-type: none"> • 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. <p>Within school we also offer a variety of clubs to develop the whole child. Some examples include:</p> <ul style="list-style-type: none"> • 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 <p>A small number of families have also benefitted from support with attendance at Morning Club in order to support the wider family.</p>