

Jersey Premium Strategy Statement-2026

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	204
Proportion (%) of Jersey Premium eligible pupils	20%
Academic year/years that our current Jersey Premium strategy plan covers	2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Heaven
Jersey Premium lead	Paris Pretty

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£69,000
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	£69,000

Part A: Jersey Premium strategy plan

Statement of intent

At St Clement's School we aim to provide all pupils with the highest quality education provision. We want all pupils to achieve their highest potential. Our school's focus is an equity approach to schooling which includes having a capacity mindset, creating deep authentic relationships and encouraging and nurturing all talents for all pupils. Through dedication and assessment not assumption, we aim to improve the educational outcomes for pupils identified in receipt of JP funding by identifying barriers of disadvantage and create a strategy of spending to narrow the attainment gap.

We will provide all pupils with a rich and varied curriculum which includes opportunities to develop our Core Values of Perseverance, Learning from Mistakes, Empathy and Collaboration. We are also aware of the socio-economic pressures and circumstances our families face and understand that these may provide additional challenge. However, at St Clement's School we aim to challenge these barriers.

We have identified barriers to learning which our disadvantaged pupils face and understand that some of our most vulnerable pupils will face more than one. The identified barriers are targeted through three key areas: high quality teaching, targeted academic support and wider strategies. The Jersey Premium strategy is closely linked to our School Improvement Plan (SIP) and reinforces the understanding of equity not equality. At St Clement's school we believe in collective teacher efficacy; everyone at our school is responsible in shaping each child's future.

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	From observations and conversations with teachers and pupils, groups of children are needing support to build relationships, develop social skills and develop a sense of belonging to their community as it is impacting their enjoyment of playtime and time with peers but also their readiness to learn.

2	Data discussed at pupil progress meetings and learning walks suggest some children find difficulty understanding, retaining and making links with their learning. This does not support the acquisition of new learning as it relies on previous knowledge which is not solid.
3	Conversations with pupils suggest that there is a challenge with regards to some pupils' communications skills combined with a lack exposure to the wider world and its context. This limitation affects a sense of belonging with their cohort and wider group and affects their grasp on the Jersey curriculum.
4	The current cost of living and individual circumstances impacts many disadvantaged families' experiences at school, their sense of self and belonging and experiences outside of school life.

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
Pupils are better equipped to deal with social situations inside and outside.	<ul style="list-style-type: none"> • Children will be engaged on the playground. On days where Sports Bug are in, there will be a reduction in playground social issues. • All children will be aware of the Peer Mediator role and how to access this resource. • Children will use the Peer Mediator to help solve conflict or speak to an adult. • Children who are identified as needing specific support will be identified to the ELSA coordinator and specific provision will be put in place. • Children will use the playground space effectively and appropriately including resources on the playground. • KS1 children will develop their communication and social skills in multiple contexts. There will be a development in their social skills from the beginning of the nature school program to the end.
Pupils will talk about their learning in a way that demonstrates it has been engaging, challenging and understood.	<ul style="list-style-type: none"> • Identified subjects will have their progression maps in place. • From training, staff will know how to best use the curriculum map and will plan and deliver effective lessons.

	<ul style="list-style-type: none"> • From monitoring, teachers will demonstrate their understanding of their maps and cohort through their delivery. • Pupils will understand, discuss and retain their learning from lessons or sequence of lessons. • Teachers will be supported in the delivering of the curriculum maps for maths. • Through team teaching in maths, identified concepts or pupils will be targeted to ensure progression in skills.
Pupils will speak highly of school resources and school trips and link their learning to their own development.	<ul style="list-style-type: none"> • Books will be purchased termly to support vocabulary development and a pleasure of reading. • All classes will go on at least one coach trip. • The minibus will be used to support when groups are attending an offsite visit. • From discussion children will be able to discuss their learning from the trip and link it to their own development. • Support for those families will be put in place who are in need. This will be provided in a variety of contexts including wrap around care, clubs, uniform etc.

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: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide in class support with access to activities within Nature school. Children use the outside space as an extra classroom and develop their social skills and improve well-	By stepping outside, children engage with their surroundings in ways that ignite curiosity, foster creativity, and support their overall development. Unlocking the outdoors: how nature enhances learning and wellbeing in the Early Years HFL Education	1,3 and 4

being in a different context.		
Provide in class support for both teachers and pupils by utilising our maths lead to team teach with the current teacher. This will enable teachers to develop their teaching and delivery skills but also will support maths lead to address areas to target across the whole school.	<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>Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</p> <p>EEF Maths EY KS1 Guidance Report.pdf</p>	2
Use Sports Bug supervision for 2 lunchtimes a week and to support 2 afternoons for targeted cohorts or individuals and groups. This will support the development of play and socialisation outside.	<p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.'</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF</p>	1,3 and 4
Monitor the progress of pupils and planning for future intervention by providing cover for class teachers to participate in high quality pupil progress meetings.	<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>	2
Support the development of teacher's CPD by providing opportunities to attend Oracy Initiative / Inclusion Champions/ SEND Visits to the UK to schools with outstanding Oracy	<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>	2

programmes / outstanding inclusive practise. This will help to develop both individual and strategic development of best practise.	Special Education Needs in Mainstream Schools guidance report Education Endowment Foundation	
Provide cover to develop identified subjects. This will include mapping the curriculum and making a robust progression framework but will also include monitoring.	<p>'Progression isn't always linear, but a well-sequenced curriculum has coherence and supports pupils sensibly as they move through education.'</p> <p>SEND and the Curriculum and Assessment Review – recommendations that give hope for pupils with SEND – SEND Matters</p>	2 and 3

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

Budgeted cost: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing money to resource the ELSA program. Individuals will be able to access high quality resources which will support the development of emotional literacy.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF</p>	1

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the children's love of reading, cultural capital and vocabulary acquisition by purchasing a range of books termly.</p>	<p>'Only 1 in 3 (32.7%) children and young people aged 8 to 18 say they enjoy reading in their free time. Only 1 in 5 (18.7%) say they read something daily in their free time.'</p> <p>Reading For Pleasure National Literacy Trust</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>2,3 and 4</p>
<p>Utilising the skills of Peer mediation on the playground. Year 5 pupils will be trained by the resolution centre and will support the development of our communication and social skills at break and lunchtime.</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>'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>1 and 3</p>
<p>Supporting our families in a variety of ways with designated funds. This could be supporting with uniform, offsetting the cost of trips or</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>4</p>

supporting individual circumstances.		
<p>Ensuring all classes go on a school trip which requires a coach. Children are exposed to a variety of opportunities which will support extending their learning beyond the classroom.</p> <p>Leasing a minibus to support taking groups on school trips.</p>	Keep educational visits part of the curriculum Education Business	1,2,3 and 4
<p>Providing playground resources to support social development within the planned capital project (Sept).</p>	Seeing the importance of breaktimes for children's development UCL Institute of Education The importance of school breaktimes for students' learning	1 and 4

Total budgeted cost: £69,000

Estimated cost of Strategy: £69,000

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 2026.