

Grands Vaux Primary School

Jersey Premium Statement

January 2019



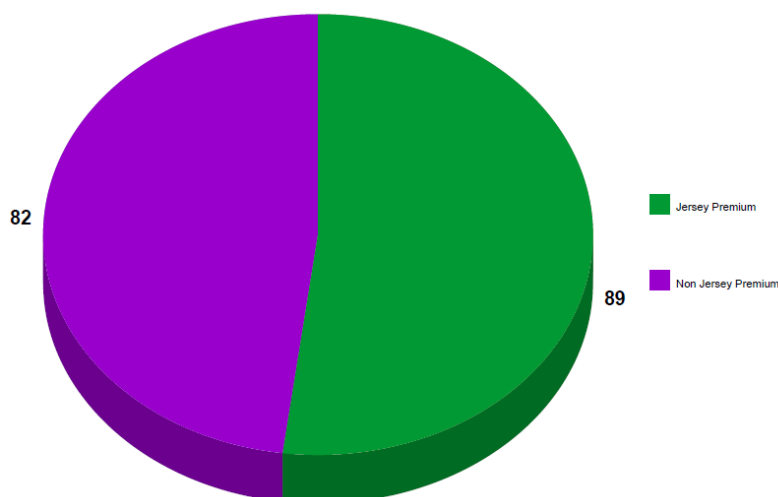
Jersey Premium is a targeted funding programme for schools which has been introduced to help all children get the very best from their education. Schools receive extra funding calculated on the number of eligible children they have each year. The funding is designed to ensure that all pupils receive high-quality teaching based on a detailed understanding of their needs or barriers to learning. As a school we need to demonstrate that they have used our Jersey Premium budget to make a measurable difference to the learning and educational outcomes of our eligible pupils. The Education Department expects all schools to strive to raise the aspirations and educational attainment of all pupils, whether or not they are eligible for Jersey Premium.

Jersey Premium Funding: £88,460

Proportion of Cohort: 52.05%

Number of pupils in receipt of Jersey Premium Funding: 89

Jersey Premium Pupils at Grands Vaux Primary School



Our Mission

At Grands Vaux we are committed to drive for achievement; to nurture all members of our school community and to do the very best for one another. Our Jersey Premium Strategic Plan is formed with these three ideals closely considered. We are committed to providing the highest possible quality education for **all** children.

Our Jersey Premium Principles

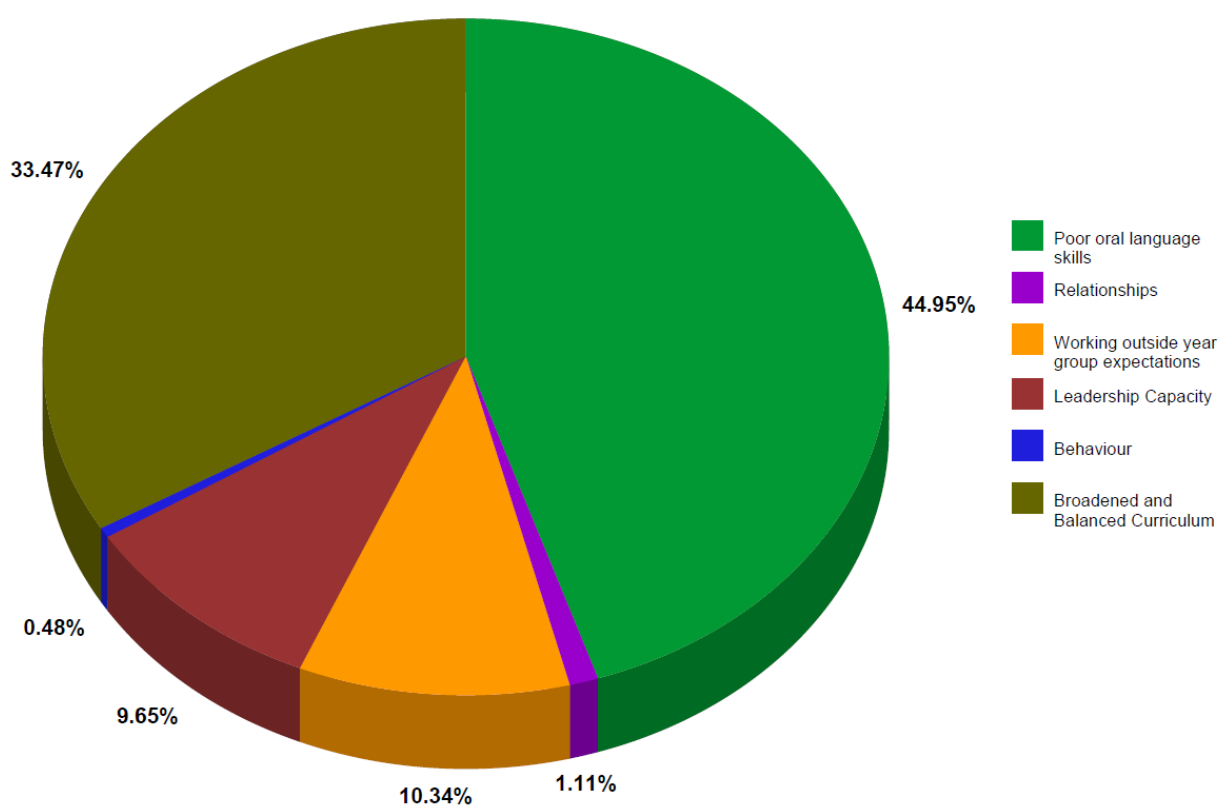
- ✓ Ensure that teaching and learning opportunities meet the needs of all pupils across the school
- ✓ Ensure that appropriate provision is made for vulnerable groups, including those from socially disadvantaged groups
- ✓ We aim to ensure that Jersey Premium funding is used to accelerate progress

- ✓ Jersey premium funding will be used to target children to achieve age expectations in particular at the end of KS1 and KS2 and to support those Jersey Premium children who are able to achieve at greater depth/higher level.
- ✓ Ensure that pupils eligible for Jersey Premium are not disadvantaged in terms of access to enhanced curriculum and enrichment opportunities at school
- ✓ Ensure that Jersey Premium eligible children have the equipment and uniform they need in order to access the curriculum and feel a part of the wider school life
- ✓ Ensure that all members of the school community have the highest aspirations for all Jersey Premium pupils

Our Barriers Identified

- a) Poor Oral language skills
- b) Relationships and emotional well-being
- c) Working outside of age related expectations
- d) Leadership Capacity
- e) Behaviour
- f) Access to extra-curricular activities

Spread of spending across these six barriers identified



Our Allocation of Spending

In 2018 our allocated spending was spread across three key areas which are:

- Quality of Teaching for All
- Targeted Support
- Other approaches

Our Approaches

Activities Selected	Research	Impact				
Poor Oral Language Skills						
<p>-Review and enhance the Key Stage Areas to develop Reading Zones</p> <p>-Library Playground developed in the Key Stage 1 shared area</p> <p>-ECOF Reading Stations developed in the shared areas</p>	<p>Reading for pleasure at the age of 15 is a strong factor in determining future social mobility. Indeed, it has been revealed as the most important indicator of the future success of the child. That was the startling finding of research carried out by the Organisation for Economic Co-operation and Development on education and reading, and their role in promoting social mobility.</p> <p>https://www.telegraph.co.uk/education/educationopinion/10035473/The-importance-of-instilling-a-need-to-read.html</p>	<p>The library furniture was delivered and built in November 2018 and 14 selected Jersey Premium children visited Waterstones to select a new range of books to stock the library in December 2018. Pupil’s love of reading is being fully nurtured.</p> <p>From Spring 2019 we will ensure access for all children, opportunity for all to borrow texts, regular access for families to share reading opportunities and books in a range of languages to be made available to accommodate all.</p>				
<p>-Wellcomm CPD to be delivered by a Speech and Language Specialist (Cathy Sandlandt)</p> <p>-1 hourly daily additional support in Reception to support the teaching intervention to address WELLCOMM requirements taken from the screening process</p>	<p>Wellcomm plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>https://www.gl-assessment.co.uk/products/wellcomm/</p>	<p>In the 2017-2018 academic year, WELLCOMM was used across the foundation stage and for a few identified children in Key Stage 1.</p> <p>In nursery Jersey Premium children made on average 2.36 stages of progress across the academic year.</p> <p>In reception Jersey Premium Pupils made on average 1.72 stages of progress across the academic year resulting in the majority attaining the age related band prior to leaving the Foundation Stage.</p> <p>All Learning Support Assistants and all teachers within the foundation stage and key stage 1 have now been trained in WELLCOMM. Cathy Sandlandt has reviewed their work with groups of children and supported foundation stage staff in the skill on commentating.</p>				
<p>-Re-resource the Reception Classroom using Early Excellence</p>	<p>Classroom life during the primary school years is both complex and demanding due to the length of time young people spend there. The clear implication being that the classroom space needs to be conceived and designed with great care.</p> <p>44% of the cohort (7 children) were outside of typical development in the Prime Area of Communication and Language on leaving the Nursery Stage</p> <p>82% of the new reception cohort were in receipt of Jersey Premium funding.</p>	<p>We have been able to capture very positive feedback from pupils, families and the Early Years Advisor as to the quality of the provision.</p> <p>Observations from the Autumn Term demonstrate greater progress, enjoyment of learning and attainment of all pupils.</p>				
Cost:		£35941				
Relationships and Emotional Well-Being						
<p>-Lending library to be constructed within the Foundation Stage</p> <p>-Parental sessions to promote communication and language</p> <p>-Home promoting writing kits to be given to all pupils in Nursery</p>	<p>Research shows that parents have a major influence on a child's achievement. When parents are involved, regardless of income or background, children are more likely to earn higher results, attend school regularly, have better social skills, show improved behaviour and go on to post-secondary education.</p> <p>http://www.education.gov.uk/publications/eOrderingDownload/DfES0645200MIG2533.rtf</p> <p>We need to ensure that parents model the value of education. In the current Nursery Cohort (2018- 2019) the children’s communication and Language Skills were assessed on entry and 9 of the 14 children (64.2%) had below typical scores with only 2 of 14 (14.3%) having scores above the typical range.</p>	<p>100% parental attendance for the initial sessions promoting the bags.</p> <p>All parents have supported their children in changing their books and Busy Bags. The feedback has been positive. There has been visible positive interaction and communication between the parents and their children.</p> <p>The children have shown an increased interest in mark making and many children have clearly been practising writing their names at home as they have been writing the letters they are familiar with in nursery</p>				
Cost:		£884				
Working outside of age related expectations						
<p>-Fund Breakfast Club places for identified Jersey Premium Children with targeted intervention and support for each</p> <p>-Increase staffing within the club to compliment the learning requirements</p>	<p>Extending School Time (according to the Education Endowment Foundation) has an impact for moderate cost. Independent evaluation by researchers at the Institute for Fiscal Studies and the National Children’s Bureau found that Year 2 children in schools with a breakfast club made two additional months’ progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast. The evaluators reported that the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who</p>	<p>13 children were invited to access Breakfast Club to receive the Boosting Reading @ Primary intervention. On average these children’s reading ages was 10.1 months behind their actual ages.</p> <p>The progress in reading of the children that took up the invite, who were in receipt of Jersey Premium Funding, was impressive. On average these children made the progress shown below in the four assessment areas:</p> <table><tr><th>Assessment area</th><th>Progress</th></tr><tr><td></td><td></td></tr></table>	Assessment area	Progress		
Assessment area	Progress					

	actually attend, by creating better classroom environments. https://educationendowmentfoundation.org.uk/	<table><tr><th></th><th>(months)</th></tr><tr><td>Accuracy</td><td>38</td></tr><tr><td>Comprehension</td><td>47</td></tr><tr><td>Rate</td><td>3</td></tr><tr><td>Benchmark Levels</td><td>6</td></tr></table>		(months)	Accuracy	38	Comprehension	47	Rate	3	Benchmark Levels	6																				
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Host Curriculum Booster sessions offered to all Year 6 children in both Literacy and Maths	Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	<p>% of Jersey Premium Pupils who achieved standard across the three SATs papers:</p> <table><tr><th>Subject</th><th>Grands Vaux 2018</th></tr><tr><td>Reading</td><td>50%</td></tr><tr><td>Maths</td><td>25%</td></tr><tr><td>SPAG</td><td>25%</td></tr></table> <p>% of Jersey Premium Pupils who attended the Jersey Premium funded booster sessions, who achieved standard across the three SATs papers:</p> <table><tr><th>Subject</th><th>Grands Vaux 2018</th></tr><tr><td>Reading</td><td>100%</td></tr><tr><td>Maths</td><td>33.3%</td></tr><tr><td>SPAG</td><td>66.7%</td></tr></table> <p>This data evidences the significant impact that these sessions have had on attainment.</p>	Subject	Grands Vaux 2018	Reading	50%	Maths	25%	SPAG	25%	Subject	Grands Vaux 2018	Reading	100%	Maths	33.3%	SPAG	66.7%														
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BR@P	Boosting Reading at Primary are proven, good practice interventions. Each year pupils consistently make accelerated gains over four times the expected rate of progress. Strong reading skills are a key to learning in all areas of the curriculum. For many primary school children, reading can be a mechanical process, lacking in meaning. Children often lack motivation to read and are unable to problem-solve words independently https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading	The progress in reading of those children in receipt of Jersey Premium Funding involved in the “ BR@P ” was impressive. On average these children made the progress shown below in the four assessment areas: <table><tr><th>Assessment area</th><th>Progress (months)</th></tr><tr><td>Accuracy</td><td>19.8</td></tr><tr><td>Comprehension</td><td>25.4</td></tr><tr><td>Rate</td><td>15</td></tr><tr><td>Benchmark Levels</td><td>8.2</td></tr></table>	Assessment area	Progress (months)	Accuracy	19.8	Comprehension	25.4	Rate	15	Benchmark Levels	8.2																				
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Purchase Resources to support the teaching of Maths No Problem	Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. Singapore Maths is a mastery approach to teaching which has produced a world-class level of achievement for many years. Singapore students scored first in the past three Trends in International Mathematics and Science Studies (TIMSS). https://mathsnoproblem.com/	Maths No Problem was trialled in two classrooms last academic year and has been used across the school since the start of this academic year. The data split between JP and non JP pupils are shown below: <table><tr><th></th><th colspan="2">PUMA</th></tr><tr><th></th><th>JP</th><th>NON JP</th></tr><tr><td>6</td><td>2.55</td><td>6.35</td></tr><tr><td>5</td><td>-1.6</td><td>10</td></tr><tr><td>4</td><td>-3.69</td><td>-16.14</td></tr><tr><td>3</td><td>0.27</td><td>-0.44</td></tr><tr><td>2</td><td>6.2</td><td>12.86</td></tr><tr><td>1</td><td>12</td><td>12</td></tr><tr><td>Total</td><td>15.73</td><td>24.63</td></tr><tr><td>Average</td><td>2.621667</td><td>4.105</td></tr></table> <p>The data shows that there is accelerated progress, on average, by all pupils.</p>		PUMA			JP	NON JP	6	2.55	6.35	5	-1.6	10	4	-3.69	-16.14	3	0.27	-0.44	2	6.2	12.86	1	12	12	Total	15.73	24.63	Average	2.621667	4.105
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Data Lead Projects across Key Stage 2	We aim to become a data-driven school is a school that employs practices such as data-driven instructions to improve school-wide pupil performance. This project started by a meeting between the class teacher and school assessment coordinator to determine what are the main “need” of the Jersey Premium pupils and input a one per week intervention to address this. The project each will have an impact goal and will be evaluated termly. Each teacher was allocated one hour release per week by Kerry Youinou.	A brief synopsis of the success of each project is outlined below: Year 3 7 Jersey Premium Pupils that took part in the reading intervention in Year 3. The average progress is good. <table><tr><th>Benchmark levels progress over the Autumn Term</th></tr><tr><td>+3 levels</td></tr></table> Year 4 6 Jersey Premium Pupils that took part in the talk for writing intervention in Year 4. The average progress is their reading age was very good. <table><tr><th>PIRA (Reading) Age Standardised accelerated progress over the Autumn Term</th><th>GAPS (SPaG) Age Standardised accelerated progress over the Autumn Term</th></tr><tr><td>+7.86</td><td>+1.5</td></tr></table> Year 5 4 Jersey Premium Pupils that took part in the Spelling, Punctuation and Grammar intervention in Year 5. The average progress for all pupils was very impressive. <table><tr><th>GAPS (SPaG) Age Standardised accelerated progress over the Autumn Term</th><th>GAPS (SPaG) Percentile accelerated progress over the Autumn Term</th><th>GAPS (SPaG) Age accelerated progress over the Autumn Term</th></tr><tr><td></td><td></td><td></td></tr></table>	Benchmark levels progress over the Autumn Term	+3 levels	PIRA (Reading) Age Standardised accelerated progress over the Autumn Term	GAPS (SPaG) Age Standardised accelerated progress over the Autumn Term	+7.86	+1.5	GAPS (SPaG) Age Standardised accelerated progress over the Autumn Term	GAPS (SPaG) Percentile accelerated progress over the Autumn Term	GAPS (SPaG) Age accelerated progress over the Autumn Term																					
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Year 5 to Year 6 JP	7.1%	7.9%	11%										
Cost:		£8270											
Leadership Capacity/ Release/ Support													
<p>-Deputy/ SENCo released (Spring/ Summer Terms 2018) from PPA responsibility replaced by PPA cover to develop IT curriculum across the school</p> <p>-Deputy released (Autumn Term 2018) from PPA responsibility through a quality PPA consistent replacement</p>	<p>The Sutton Trust suggests that “the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p> <p>https://www.suttontrust.com/</p> <p>We must ensure that we have provided them with what they need in order to make progress. This means having the courage to say “that’s not good enough” and trying something new.</p>	<p>Deputy was released by Miss Dix across the spring and summer term allowing for a consistent IT program of study from Nursery to Year 6 ensuring that specialist teaching of the full computing and online safety curriculum was delivered to all.</p> <p>Deputy was released by Mrs de la Cloche across the autumn term.</p> <p>Deputy able to input systems and structures alongside the head to agree and develop an approach to take the school forward. This work, alongside the Headteacher, was positively acknowledged during the School Review in February.</p>											
<p>Headteacher and Deputy Headteacher visit to Hastings- Social Mobility Opportunity Area 2017-2020</p>	<p>We are investing up to £6m of direct funding from the Opportunity Area programme as well as attracting additional funding from other sources to improve outcomes for over 11,000 children and young people in Hastings. This plan sets out how we will begin to allocate those resources to address our four priorities:</p> <ul style="list-style-type: none">✓ Improving literacy✓ Raising attainment in maths✓ Improving mental health and resilience✓ Broadening horizons and preparing young people for work <p>http://news.eastsussex.gov.uk/east-sussex-better-together/wp-content/uploads/sites/10/2018/02/Social_Mobility_Delivery_Plan_Hastings.pdf</p>	<p>In Hastings we visited two schools- <i>Ark Blacklands Academy</i> and <i>Sandown Primary school</i>-with a particular focus on how they utilised there Pupil Premium budget.</p> <p>The focus on the quality of teaching and learning and how they both used over 50% of the Premium budget in improving teaching for all pupils has altered our approach to our own budget.</p> <p>We admired the way that they tracked all monitoring activities on single page profiles for each staff member. This has simplified the record keeping and kept all targets and progress made against these on one document. It also ensured that more informal monitoring activities have a place to be noted down and referenced.</p>											
Cost:		£7718											
Behaviour													
<p>Set up and run a Lego Club</p>	<p>A professional colleague from ASCIT was invited into school to deliver school based training in Lego Club and how to run this successfully. We are aware that the ability to form meaningful and self-fulfilling interpersonal relationships is closely aligned with social communication skills. Social communication skills help people function successfully in their daily lives. A Lego Club aims to encourage and develop a range of social skills including:</p> <ul style="list-style-type: none">✓ Sharing✓ Turn taking✓ Following social rules✓ Using names✓ Problem-solving <p>The club is cost effective, personalised and facilitates learning and social skills.</p> <p>https://www.autismparentingmagazine.com/lego-therapy-how-to-build-connections-with-autism-one-brick-at-a-time/</p>	<p>This initiative was started in the Autumn Term 2018. All 6 children that this has been offered to are keen to attend and keen to talk to their teachers about.</p>											
Cost:		£380											
Broadened Curriculum and access to extra-curricular activities													
<p>Physical Literacy trained coaches to deliver 2 hours of top quality PE coaching across Reception through to Year 6</p>	<p>Physical Literacy is defined as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”</p> <p>It is layers and layers of physical competencies built up from birth and continuing throughout life. The <i>most significant window opportunity for children to develop their physical literacy is between the ages of 0 and 7 years old.</i></p>	<p>This intervention started in September 2018 and since the coaches’ introduction into the school the method of assessment has switched from CAPL to a new assessment package.</p> <p>After- school sports clubs were offered to all year groups, increasing the school sporting after school club provision by</p>											

	http://sportforlife.ca/physical-literacy/ The key is lots and lots of opportunity through PE lessons and beyond. Developing a varied, progressive and consistent PE curriculum made up of both indoor and outdoor activity is key. It is to address this key window of opportunity and need for consistent practice that we employed Jersey Sport Physical Literacy trained staff to deliver the PE curriculum across the school. The goal of all at Grands Vaux is to ensure all children are working at the achieving level required in the Physical Literacy Competence.	150%.																																																												
Whole Class music tuition to Year 2 and Year 3	Only one people across our school accessed music tuition outside of school The evidence from the Whole Class Music Ensemble Teaching Programmes show that children make significant musical progress when learning and performing together as a whole class, particularly when a number of adults are actively taking part and supporting the session.	This unit of work culminated in a Year 2 and 3 classes P-Buzz concert which parents and carers were invited to. All children and parents enjoyed the performance and Jersey Premium children were individually invited to apply for Jersey Music Tuition sessions.																																																												
-Deliver French across the school from Reception to Year 6 -One hour Subject Leadership Release given to all subject leaders to drive their subject forward and enhance, develop and broaden the curriculum	Physiological studies have found that speaking two or more languages is a great asset to the cognitive process. The brains of bilingual people operate differently than single language speakers, and these differences offer several mental benefits. https://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of-bilingualism.html Following a school review in 2018 it was identified the need to plan and provide guidance to ensure all subjects of the Jersey Curriculum are taught in full and with an appropriate balance of each subject’s content	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. The new subject leadership model has improved the curriculum for <u>ALL</u> pupils creating greater coverage, depth and direction.																																																												
Additional After School Swimming Sessions for Jersey Premium Pupils in Years 5 and 6	The <u>National Curriculum</u> States: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations All 14 Jersey Premium children identified in the project are unable to fulfil any of the three National Curriculum expectations https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study	14 children were approached following discussion with the lead Jersey Sport swimming coach and 11 attended the session regularly. <table><tr><th></th><th colspan="2">October 2018</th><th colspan="2">December 2018</th></tr><tr><th>Pupil</th><th>25m front Crawl</th><th>25m back crawl</th><th>25m front Crawl</th><th>25m back crawl</th></tr><tr><td>1</td><td>Developing</td><td>Developing</td><td>Developing</td><td>Developing</td></tr><tr><td>2</td><td>Developing</td><td>Developing</td><td>Developing</td><td>Developing</td></tr><tr><td>3</td><td>Developing</td><td>Developing</td><td>Developing</td><td>Developing</td></tr><tr><td>4</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Developing</td><td>Developing</td></tr><tr><td>5</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Developing</td><td>Developing</td></tr><tr><td>6</td><td>Emerging without aids</td><td>Developing</td><td>Developing</td><td>Developing</td></tr><tr><td>7</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Developing</td><td>Developing</td></tr><tr><td>8</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Developing</td><td>Developing</td></tr><tr><td>9</td><td>Not attaining standard</td><td>Not attaining standard</td><td>Emerging with aids</td><td>Emerging with aids</td></tr><tr><td>10</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Emerging without aids</td><td>Developing</td></tr></table>		October 2018		December 2018		Pupil	25m front Crawl	25m back crawl	25m front Crawl	25m back crawl	1	Developing	Developing	Developing	Developing	2	Developing	Developing	Developing	Developing	3	Developing	Developing	Developing	Developing	4	Emerging without aids	Emerging without aids	Developing	Developing	5	Emerging without aids	Emerging without aids	Developing	Developing	6	Emerging without aids	Developing	Developing	Developing	7	Emerging without aids	Emerging without aids	Developing	Developing	8	Emerging without aids	Emerging without aids	Developing	Developing	9	Not attaining standard	Not attaining standard	Emerging with aids	Emerging with aids	10	Emerging without aids	Emerging without aids	Emerging without aids	Developing
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All matters regarding the use of Jersey Premium funds are treated with discretion and in confidence. We provide a number of “bespoke support” interventions to support our families.																																																														

Our 2017/18 Jersey Premium review clearly shows that individual and whole class strategies the school has put in place have had positive gains and in some instances significant impact on pupil outcomes. In particular the numbers of Jersey Premium Pupil children now successfully working within year group expectations has improved across all three curriculum areas.

The End of Year Data below shows the percentage of Jersey Premium pupils compared to Non-Jersey Premium Pupils that were emerging, developing or secure within year group expectations.

			Jersey Premium			Non- Jersey Premium		
			S	D	E	S	D	E
KEY STAGE 1 AND KEY STAGE 2 JERSEY PREMIUM and NON-JERSEY PREMIUM 2017-18	% <u>secure (S), Developing (D) and Emerging (E)</u>	READING	24.90%	41.03%	20.07%	42.65%	37.15%	11.60%
		WRITING	25.30%	33.97%	22.12%	35.90%	40.07%	16.25%
		MATHEMATICS	25.47%	38.23%	24.50%	34.42%	35.98%	23.82%
	% <u>below year group curriculum expectations</u>	READING	14.07%			7.8%		
		WRITING	18.68%			7.8%		
		MATHEMATICS	11.88%			3.27%		