Grands Vaux Primary School

Jersey Premium Statement

January 2019



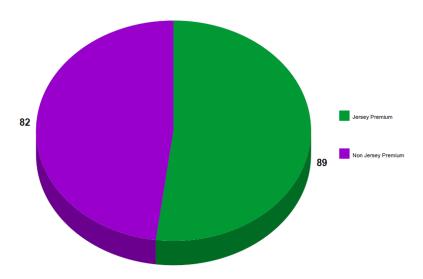
Jersey Premium is a targeted funding programme for schools which has been introduced to help all children get the very best from their education. Schools receive extra funding calculated on the number of eligible children they have each year. The funding is designed to ensure that all pupils receive 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



Grands Vaux S Drive for Achievement De the best for one another

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

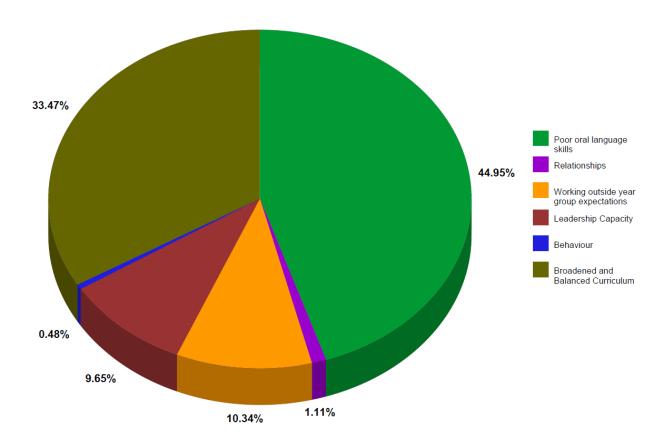
- ✓ Ensure that teaching and learning opportunities meet the needs of all pupils across the school
- ✓ Ensure that appropriate provision is made for vulnerable groups, including those from socially disadvantaged groups
- ✓ We aim to ensure that Jersey Premium funding is used to accelerate progress

- ✓ 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		
-Review and enhance the Key Stage Areas to develop Reading Zones -Library Playground developed in the Key Stage 1 shared area -ECOF Reading Stations developed in the shared areas	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. https://www.telegraph.co.uk/education/educationopinion/1003547 3/The-importance-of-instilling-a-need-to-read.html	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. 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.
-Wellcomm CPD to be delivered by a Speech and Language Specialist (Cathy Sandlandt) -1 hourly daily additional support in Reception to support the teaching intervention to address WELLCOMM requirements taken from the screening process	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. https://www.gl-assessment.co.uk/products/wellcomm/	In the 2017-2018 academic year, WELLCOMM was used across the foundation stage and for a few identified children in Key Stage 1. In nursery Jersey Premium children made on average 2.36 stages of progress across the academic year. 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. 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.
-Re-resource the Reception Classroom using Early Excellence	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. 44% of the cohort (7 children) were outside of typical development in the Prime Area of Communication and Language on leaving the Nursery Stage 82% of the new reception cohort were in receipt of Jersey Premium funding.	We have been able to capture very positive feedback from pupils, families and the Early Years Advisor as to the quality of the provision. Observations from the Autumn Term demonstrate greater progress, enjoyment of learning and attainment of all pupils.
	Cost:	£35941
Relationships and Emotional W	ell-Being	
-Lending library to be constructed within the Foundation Stage -Parental sessions to promote communication and language -Home promoting writing kits to be given to all pupils in Nursery	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. http://www.education.gov.uk/publications/eOrderingDownload/DfE S0645200MIG2533.rtf 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.	100% parental attendance for the initial sessions promoting the bags. 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. 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
	Cost:	£884
Working outside of age related	•	
-Fund Breakfast Club places for identified Jersey Premium Children with targeted intervention and support for each	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.	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. The progress in reading of the children that took up the invite, who were in receipt of Jersey Premium Funding, was
club to compliment the learning requirements	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	impressive. On average these children made the progress shown below in the four assessment areas: Assessment area Progress

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Stage 2 "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. Each teacher was allocated one hour release per week by Kerry Youinou. Term +7.86 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. GAPS (SPaG) Age Standardised accelerated progress over the Autumn Term Term GAPS (SPaG) Age accelerated progress over the Autumn Term	_	_ · · · · · · · · · · · · · · · · · · ·					
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			+9.25	+17	7.25	+16 months		
		Year 6 4 Jersey Premium Pupils that took part in the Maths intervention in Year 6. The data below, taken from to f term PUMA assessment, shows that there was so very good progress in number and operational understanding. Number Operations Measures				ken from the er ere was some		
				Number	Operations	Measures		
			Year 5 to Year 6 JP	7.1%	7.9%	11%		
	Cost:	£827	0					
eadership Capacity/ Release/ S	Support							
-Deputy/ SENCo released (Spring/ Summer Terms 2018) from PPA responsibility replaced by PPA cover to develop IT curriculum across the school	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."	sumr from the delive	ner term allo Nursery to \ full comput ered to all.	owing for a c Year 6 ensur ing and or	consistent IT ring that spendine safety	ss the spring a F program of stu ecialist teaching F curriculum v Cloche across t		
Deputy released (Autumn Term 2018) from PPA responsibility through a quality PPA consistent replacement	https://www.suttontrust.com/ 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.	Depu head forwa posit Febru	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. In Hastings we visited two schools- Ark Blacklands Academ					
Headteacher and Deputy Headteacher visit to Hastings- Social Mobility Opportunity Area 2017-2020	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: ' Improving literacy ' Raising attainment in maths ' Improving mental health and resilience ' Broadening horizons and preparing young people for work http://news.eastsussex.gov.uk/east-sussex-better-together/wp- content/uploads/sites/10/2018/02/Social Mobility Delivery Plan H astings.pdf	In Hastings we visited two schools- Ark Blacklands Academ, and Sandown Primary school-with a particular focus on how they utilised there Pupil Premium budget. 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. 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.						
	Cost:	£771	8					
Behaviour								
Set up and run a Lego Club	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: V Sharing V Turn taking V Following social rules V Using names V Problem-solving The club is cost effective, personalised and facilitates learning and social skills. https://www.autismparentingmagazine.com/lego-therapy-how-to-build-connections-with-autism-one-brick-at-a-time/	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.						
	Cost:	£380						
Broadened Curriculum and acce	ess to extra-curricular activities							
Physical Literacy trained coaches to deliver 2 hours of top quality PE coaching across Reception through to Year 6	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. After- school sports clubs were offered to all year groups, increasing the school sporting after school club provision in							

		150%.					
	http://sportforlife.ca/physical-literacy/	15070.					
	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.						
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. children and parents enjoyed the performance and Jers Premium children were individually invited to apply for Jersey Music Tuition sessions.	. All sey				
-Deliver French across the school from Reception to Year 6	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.	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					
-One hour Subject Leadership Release given to all subject	https://www.telegraph.co.uk/education/educationopinion/1012688 3/Why-learn-a-foreign-language-Benefits-of-bilingualism.html	education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.					
leaders to drive their subject forward and enhance, develop and broaden the curriculum	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 new subject leadership model has improved the curriculum for <u>ALL</u> pupils creating greater coverage, depth and direction.					
		14 children were approached following discussion with lead Jersey Sport swimming coach and 11 attended the session regularly.					
	The National Curriculum States:	October 2018 December 2018					
	All schools must provide swimming instruction either in key stage 1	Pupil 25m front 25m back 25m front 25m b Crawl crawl Crawl crawl craw					
	or key stage 2.	1 Developing Developing Developing Develop	ping				
	In particular, pupils should be taught to:	2 Developing					
Additional After School	-Swim competently, confidently and proficiently over a distance of at least 25 metres	Emerging Emerging without without Developing Developing aids	ping				
Swimming Sessions for Jersey Premium Pupils in Years 5 and	-Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Emerging Emerging 5 without without Developing Develo	ping				
6	-Perform safe self-rescue in different water-based situations All 14 Jersey Premium children identified in the project are unable to	6 Emerging without Developing Developing Developing Developing	ping				
	fulfil any of the three National Curriculum expectations	Emerging Emerging 7 without without Developing Developing aids	ping				
	https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-	Emerging Emerging 8 without without aids aids	ping				
	curriculum-in-england-physical-education-programmes-of-study	Not Not attaining attaining standard standard standard					
		Emerging Emerging Emerging 10 without without without aids aids aids	ping				
	1						
	Cost:	£26760					

Additional Jersey Premium Projects

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