

1. Summary information					
School	Grands Vaux Primary School				
Year	2019	Total JP budget		Date of most recent JP Review	Dec 2018
Total number of pupils	158	Number of pupils eligible for JP	77 (48.7%)	Date for next internal review of this strategy	Termly

2. Current achievement							
2017-2018 Summative Performance Indicators for Year 1 through to Year 6.		Pupils eligible for JP			Pupils not eligible for JP		
		S	D	E	S	D	E
% <u>secure (S), Developing (D) and Emerging (E)</u> in reading, writing & mathematics	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> in reading, writing & mathematics	READING	14.07%			7.8%		
	WRITING	18.68%			7.8%		
	MATHEMATICS	11.88%			3.27%		

3. Barriers to future attainment (for pupils eligible for JP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Identification that spoken language skills on entry to the school are below national expectations
B.	The need to support some parents to engage them further in their child's learning journey and their engagement with the school
C.	Leadership Capacity
D.	A need to widen the curriculum the breadth of the curriculum

PLANNED EXPENDITURE	
Calendar Year	2019
The headings below enable the school to demonstrate how we are using our Jersey Premium Funding to improve pedagogy, provide targeted support and support whole school strategies.	

QUALITY TEACHING FOR ALL					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To help enable pupils to reach their full potential in maths and English through high quality teaching	Peer observation opportunities alongside members of SLT Feedback to maths against the review criteria focussing upon evaluative comments Lesson studies to be undertaken with focussed discussions to follow	Education World suggests that teachers observing teachers is a very useful form of professional development that in turn improves teaching practices and student performance	Time allocated within a peer observation schedule and CPD planned for exploration of review framework	JHa	Termly
Greater engagement and empowerment for parents in their child's learning journey	Home learning pack supplied to parents and introduced within a parental session "Parents supporting children at home" event hosted for the parents of all children in the foundation stage "Parental Reading Experience" session fortnightly within the new library.	Parents who lack confidence in supporting their child's development at home can limit their outcomes	Gage feedback from parents through a final submission of a parental questionnaire	JP	After each event
To help Year 6 Pupils reach their potential in their end of Key Stage 2 Assessments	Early morning curriculum booster sessions offered to all in Year 6 twice weekly	The Sutton Trust suggests pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	JHa will promote and lead the sessions and explore methods of removing the barriers of accessing the programme.	JHa	Post Key Stage 2 Assessments
All curriculum areas are enhanced, developed and	One hour Subject Leadership Release given to all subject	Outcomes and recommendations from the School Review Summary- "The school does not cover all of the work required by the Jersey Curriculum, and in some classes, pupils write too little to develop the skills they need."	Subject Leaders will be monitored within the schools monitoring cycle and will have timetabled meetings with the school Senior Advisor.	JHa	Termly

broadened and have a clear path forward	leaders to drive their subject forward and enhance, develop and broaden the curriculum	<p>Achievement- “The school does not cover all of the work required in the subjects of the Jersey Curriculum, so pupils do not achieve as well as they should”</p> <p>“Unfortunately, there are notable weaknesses in the planned coverage of some other subjects, including science, history and geography.”</p> <p>Effectiveness of Teaching- “Teachers’ planning does not ensure the full range of work is covered in each subject, so diminishing pupils’ all-round progress”</p> <p>Effectiveness of Leadership and Management- “Leaders have not yet ensured sufficient balance within the curriculum, either in terms of subject coverage or expectations within classes.”</p> <p>Recommendations- Improve the design and implementation of the curriculum by:</p> <ul style="list-style-type: none"> -Setting out the subjects to be covered and the time allocated to each subject -Planning and providing guidance to ensure all subjects of the Jersey Curriculum are taught in full and with an appropriate balance of each subject’s content 			
Total Budgeted Cost					£15,000

TARGETED SUPPORT					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased percentage of children achieving the minimum level against the CAPL assessments improved their bodies’ physical literacy	Physical Literacy trained coaches to deliver 2 hours of top quality PE coaching across Reception through to Year 6	The goal of all at Grands Vaux is to ensure all children are working at the achieving level and therefore we are now in the knowledge that our entire cohort are not achieving the CAPL areas of assessment. Employing Liam to deliver the Physical Literacy curriculum across school, in the long term, will significantly improve the children future mobility and life styles.	PE Lead will undertake lesson observations of the coach termly, within the school observation cycle, alongside Laura Riley.	JHa	Termly
Total Budgeted Cost					£17,100
To help pupils reach their full potential in reading through high quality teaching	BR@P	“ECOF” paper from 2016 states that “The average gain in level indicates significant progress for pupils who have received BR@P.” This statement is supported in the progress our own pupils who have experienced BR@P have made.	Co-ordinated by Lead LSA who has been trained. Timetabled sessions. Observation by Lead and Island Literacy Lead Trained staff delivering the program	PMcC	After each 10 week cohort
Total Budgeted Cost					£2350

Accelerated swimming progress progressing towards minimum expectations for end of Key Stage 2 child according to National Curriculum	Additional After School Swimming Sessions for Jersey Premium Pupils in Years 5 and 6	<p>The National Curriculum States: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>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</p> <p>All 14 children identified in the project are unable to fulfil any of the three National Curriculum expectations</p>	The project will be delivered by Martine Le Guilcher and entry and exit data will be provided	JHa	Re assessments will be undertaken at the end of the Spring Term
Total Budgeted Cost					£480
Accelerated progress for JP pupils across all areas highlighted in the data driven plans drawn up	Data Lead Projects across Key Stage 2	<p>We recognise it is not enough to be a data rich school, but we must ensure the importance of this data in driving our school forward drawing out next steps and actions</p> <p>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.</p> <p>Each teacher will have one hour release per week by Kerry Youinou-Supply Teacher.</p>	Each project has entry, end and target data attached to it.	JHa, MD and class teacher.	Termly data submissions to MD
Total Budgeted Cost					£8280
Improved MfL outcomes for all pupils	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 sessions will be included within the observation schedule and end of KS 2 data will be compared to previous years	JHa	Termly
Total Budgeted Cost					£15,180
To enrich the curriculum and ensure that all children have access	Breakfast Club places supported for JP pupils experiencing attendance issues BR@P delivery within Breakfast Club	The Sutton Trust suggests pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	Circumstances will be discussed directly with parents	MM	As appropriate
Total Budgeted Cost					N/A
To ensure that children leave the Foundation Stage securing the Age	Reading and Writing Extension Groups Language Groups	The closing the gap in the Early Years document suggests The Field Report demonstrates the overwhelming evidence that children's life chances are most readily predicted by their development in the first five years of life. As a result there is a critical window before the	Sessions will be timetabled and data driven	JP	Termly

Related Expectations		age of five where interventions will have the greatest impact. We also know that gaps in attainment can be seen even before the end of the Early Years Foundation Stage. It is essential that we support all children in these first few years to build the foundation skills which will support their later learning and development.			
Total Budgeted Cost					£4370

*All matters regarding the use of Jersey Premium funds are treated with discretion and in confidence. We plan to provide a number of “**bespoke support**” interventions to support our families.*