



**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: £81,385**

**Proportion of Cohort: 49.3%**

**Number of pupils in receipt of Jersey Premium Funding: 82**

#### 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) 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) Figures on average of 31.4% of children securing age related expectations across the three core areas

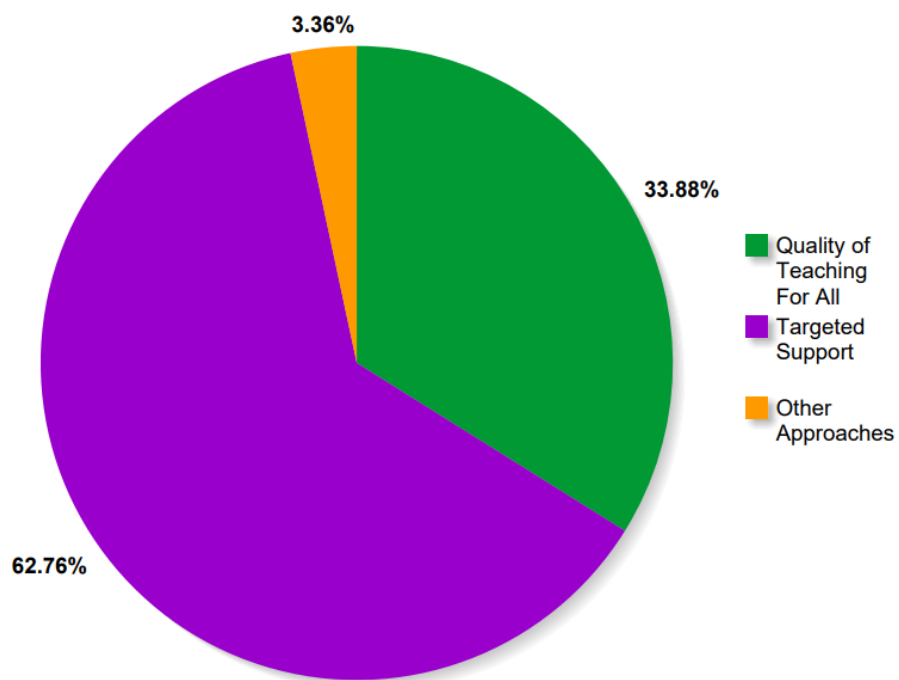
e) A need to widen the curriculum the breadth of the curriculum

### **Our Allocation of Spending**

In 2019 our allocated spending was spread across three key areas which are:

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

**Spread of spending across the three key areas:**



## Our Approaches

Activities Selected	Research	Impact																								
Quality of Teaching for All																										
Host Curriculum Booster sessions offered to all Year 6 children in both SPaG 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>Average scaled score for our Jersey Premium Pupils in each of the three core areas in the end of key stage 2 assessments papers:</p> <table><tr><th>Subject</th><th>Grands Vaux 2019</th></tr><tr><td>Reading</td><td>96.25</td></tr><tr><td>Maths</td><td>99.14</td></tr><tr><td>SPAG</td><td>101.38</td></tr></table> <p>Average scaled score for our Jersey Premium Pupils who attended at least 90% of the Jersey Premium funded booster sessions in each of the three core areas in the end of key stage 2 assessments papers:</p> <table><tr><th>Subject</th><th>Grands Vaux 2019</th></tr><tr><td>Reading</td><td>105</td></tr><tr><td>Maths</td><td>120</td></tr><tr><td>SPAG</td><td>120</td></tr></table> <p>Average scaled score for our Non Jersey Premium Pupils who attended at least 90% of the Jersey Premium funded booster sessions in each of the three core areas in the end of key stage 2 assessments papers:</p> <table><tr><th>Subject</th><th>Grands Vaux 2019</th></tr><tr><td>Reading</td><td>98.14</td></tr><tr><td>Maths</td><td>105.71</td></tr><tr><td>SPAG</td><td>108.71</td></tr></table> <p>This data evidences the significant impact that these sessions have had on attainment and we know going forward that it is vital that we find a way to capture ALL Jersey Premium Pupils within these sessions.</p>	Subject	Grands Vaux 2019	Reading	96.25	Maths	99.14	SPAG	101.38	Subject	Grands Vaux 2019	Reading	105	Maths	120	SPAG	120	Subject	Grands Vaux 2019	Reading	98.14	Maths	105.71	SPAG	108.71
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Team Teaching of Reading	This approach allows for reflection and learning opportunities; supports planning for student success; allows for smaller group teaching and offers the opportunity to address and work upon teacher's areas for development.	At present the impact of this intervention. Strategy can only be judged in a qualitative manner, through the voice of the teachers: "Increased confidence in teaching whole class reading." "More reading lessons are being taught, with a focus on the key skills needed to answer complex reading questions found in end of year assessments." "I have been able to share knowledge and practise with other key stage 2 teachers including key stage lead.																								
Review what ALL staff consider to be EXCELLENT TEACHING at Grands Vaux School and then	As a leadership team we explored Michael Watkins work around "The First 90 Days" in which he identifies the need to "able to identify correctly your school's initial starting point. This is critical. If you are able to assess the current strengths and weaknesses of your school, you are more likely to identify the best approaches to deliver improvement." Following this we identified Grands Vaux as a school in need of realignment that requires revitalisation.  As a result, we used the outstanding section of the Framework to explore our collective understanding of what is excellent teaching.	<p>This process culminated in the adoption of 5 priorities:</p> <p><b>Feedback Expectations Maximising Opportunity Embedding the Curriculum Resilience</b></p> <p>Further exploration followed around what this looks like and then peer observation opportunity was timetabled into the annual monitoring calendar. This has benefitted all staff. The teaching at Grands Vaux is now in an improved position with the large majority of teaching judged to be good with 25% judged to be consistently outstanding.</p>																								
-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.  <a href="https://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of-bilingualism.html">https://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of-bilingualism.html</a>  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	At present the only summative assessment data that we capture in French in the End of Key Stage 2 data. This shows: <table><tr><th>Year 6 Data</th><th>% Y6 Emerging and above</th><th>% Y6 Developing and above</th><th>%Y6 Secure</th></tr><tr><td>2017/2018</td><td>95</td><td>0</td><td>0</td></tr><tr><td>2018/2019</td><td>100</td><td>44</td><td>0</td></tr></table> <p>This data evidences the significant impact that these sessions have had on attainment in French and plans are in place to ensure that by the end of 2020 a significant number of the cohort will secure expectations.</p>	Year 6 Data	% Y6 Emerging and above	% Y6 Developing and above	%Y6 Secure	2017/2018	95	0	0	2018/2019	100	44	0												
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Cost:		£21,942																								

Targeted Support																																																																					
-Additional trained adult to promote language skills within the Foundation Stage	<p>Rob Webster suggests “Primary and secondary-aged pupils do tend to make progress in literacy and numeracy catch-up programmes delivered by TAs, often away from the classroom, <b>when TAs are properly trained and supported to do so.</b>”</p> <p>The TA has therefore been subject to WELLCOMM training and additional support from a SALT therapist on a half termly basis.</p>	<p>The impact of placing an additional adult into the Foundation stage can be seen in the increased numbers of Jersey Premium Pupils leaving the Foundation Stage with increased percentages of children <b>exceeding</b> expectations:</p> <table><tr><th colspan="7">Communication and Language</th></tr><tr><th rowspan="2"></th><th colspan="2">Emerging (%)</th><th colspan="2">Expected (%)</th><th colspan="2">Exceeding (%)</th></tr><tr><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th></tr><tr><td>Listening and Attention</td><td>14.3</td><td>30</td><td>42.9</td><td>10</td><td>42.9</td><td><b>60</b></td></tr><tr><td>Understanding</td><td>28.6</td><td>30</td><td>42.9</td><td>30</td><td>28.6</td><td><b>40</b></td></tr><tr><td>Speaking</td><td>14.3</td><td>30</td><td>57.1</td><td>30</td><td>28.6</td><td><b>40</b></td></tr></table>	Communication and Language								Emerging (%)		Expected (%)		Exceeding (%)		2018	2019	2018	2019	2018	2019	Listening and Attention	14.3	30	42.9	10	42.9	<b>60</b>	Understanding	28.6	30	42.9	30	28.6	<b>40</b>	Speaking	14.3	30	57.1	30	28.6	<b>40</b>																										
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Physical Literacy trained coach to deliver 2 hours of top quality PE coaching across Reception through to Year 6	<p>Physical Literacy is defined as “<i>the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</i>”</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>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.</p> <p>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.</p> <p>The goal of all at Grands Vaux is to ensure all children are working at the achieving level required in the Physical Literacy Competence.</p>	<p>In September 2019 the assessment of all Key Stage 2 children involved in the Jersey Sport Physical Literacy Programme was reviewed in collaboration with the schools. All Jersey Premium Pupils across Key Stage 2 now have undertaken a baseline score and undertaken a further assessment in January 2020. Below their progress across the Autumn Term can be seen:</p> <table><tr><th colspan="2">Year 3</th></tr><tr><td></td><td>JPs</td></tr><tr><td>Aerobic</td><td>15.2</td></tr><tr><td>Anaerobic</td><td>16.1</td></tr><tr><td>Balance</td><td>77.5</td></tr><tr><td>Co-Ordination</td><td>5.2</td></tr><tr><td>Flexibility</td><td>14.3</td></tr><tr><td>Power (x10)</td><td>10.8</td></tr></table> <table><tr><th colspan="2">Year 4</th></tr><tr><td></td><td>JPs</td></tr><tr><td>Aerobic</td><td>23.4</td></tr><tr><td>Anaerobic</td><td>14.6</td></tr><tr><td>Balance</td><td>74.2</td></tr><tr><td>Co-Ordination</td><td>7.0</td></tr><tr><td>Flexibility</td><td>11.9</td></tr><tr><td>Power (x10)</td><td>11.8</td></tr></table> <table><tr><th colspan="2">Year 5</th></tr><tr><td></td><td>JPs</td></tr><tr><td>Aerobic</td><td>12.6</td></tr><tr><td>Anaerobic</td><td>14.4</td></tr><tr><td>Balance</td><td>79.1</td></tr><tr><td>Co-Ordination</td><td>6.5</td></tr><tr><td>Flexibility</td><td>6.9</td></tr><tr><td>Power (x10)</td><td>11.0</td></tr></table> <table><tr><th colspan="2">Year 6</th></tr><tr><td></td><td>JPs</td></tr><tr><td>Aerobic</td><td>30.3</td></tr><tr><td>Anaerobic</td><td>13.0</td></tr><tr><td>Balance</td><td>99.0</td></tr><tr><td>Co-Ordination</td><td>9.3</td></tr><tr><td>Flexibility</td><td>19.4</td></tr><tr><td>Power (x10)</td><td>13.8</td></tr></table> <table><tr><td>Progression from Phase One</td></tr><tr><td>Par with Phase One</td></tr><tr><td>Regression from Phase One</td></tr></table>	Year 3			JPs	Aerobic	15.2	Anaerobic	16.1	Balance	77.5	Co-Ordination	5.2	Flexibility	14.3	Power (x10)	10.8	Year 4			JPs	Aerobic	23.4	Anaerobic	14.6	Balance	74.2	Co-Ordination	7.0	Flexibility	11.9	Power (x10)	11.8	Year 5			JPs	Aerobic	12.6	Anaerobic	14.4	Balance	79.1	Co-Ordination	6.5	Flexibility	6.9	Power (x10)	11.0	Year 6			JPs	Aerobic	30.3	Anaerobic	13.0	Balance	99.0	Co-Ordination	9.3	Flexibility	19.4	Power (x10)	13.8	Progression from Phase One	Par with Phase One	Regression from Phase One
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BR@P	<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</p>	<p>The progress in reading of those children in receipt of Jersey Premium Funding involved in the “<b>BR@P</b>” was impressive. On average these children made the progress shown below in the four assessment areas:</p> <p><b>Spring Term 2019</b></p> <table><tr><th>Assessment area</th><th>Progress (months)</th></tr><tr><td>Accuracy</td><td>5.4</td></tr><tr><td>Comprehension</td><td>10.5</td></tr><tr><td>Rate</td><td>27</td></tr><tr><td>Benchmark Levels</td><td>8.6</td></tr></table>	Assessment area	Progress (months)	Accuracy	5.4	Comprehension	10.5	Rate	27	Benchmark Levels	8.6																																																									
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Data Lead Projects across Key Stage 2	<p>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.</p> <p>This project started by a meeting between the class teacher and school assessment coordinator to determine what are the main</p>	<p>A brief synopsis of the success of each project is outlined below:</p> <p><b>Year 3</b></p> <p>4 Jersey Premium Pupils that took part in the reading intervention in Year 3. The average progress is good.</p>																																																																			

	<p>“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 was allocated one-hour release per week.</p>	<table><tr><th>Average Benchmark levels progress over the Autumn Term 2019</th><th>Average Age Standardised Progress over the Autumn Term 2019</th></tr><tr><td>+2</td><td>+6.75</td></tr></table> <p><b>Year 4</b></p> <p>7 Jersey Premium Pupils took part in the Year 4 reading Intervention that was split across two groupings. The average progress is good and all pupils made individual progress.</p> <table><tr><th>Year 3 Summer Benchmark Score</th><th>Year 3 Summer Term PIRA Age Standardised Score</th><th>Year 4 Autumn Benchmark Score</th><th>Year 4 Autumn Term PIRA Age Standardised Score</th></tr><tr><td>22.67</td><td>102.33</td><td>23.50</td><td>110.00</td></tr></table> <p><b>Year 5</b></p> <p>The additional adult was used to reduce group size in Year 5 to facilitate 3 smaller groups to focus in on SPAG needs.</p> <table><tr><th>Jersey Premium GAPS average Age Standardised score Summer 2019</th><th>Jersey Premium GAPS average Age Standardised score Autumn 2019</th></tr><tr><td>92.40</td><td>104.90 (+12.5)</td></tr></table> <p><b>Year 6</b></p> <p>7 Jersey Premium Pupils that took part in the SPAG intervention in Year 6. The data, taken from the end of term GAPS assessment, shows on average that each child increased their GAPS Age by <b>16.7 months</b> over a 4-month term.</p>	Average Benchmark levels progress over the Autumn Term 2019	Average Age Standardised Progress over the Autumn Term 2019	+2	+6.75	Year 3 Summer Benchmark Score	Year 3 Summer Term PIRA Age Standardised Score	Year 4 Autumn Benchmark Score	Year 4 Autumn Term PIRA Age Standardised Score	22.67	102.33	23.50	110.00	Jersey Premium GAPS average Age Standardised score Summer 2019	Jersey Premium GAPS average Age Standardised score Autumn 2019	92.40	104.90 (+12.5)																	
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<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 actually attend, by creating better classroom environments.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	<p>Our Breakfast Club has grown greatly over the last two years. It has grown from an average attendance of 3 children with a single member of staff to an average of 22 children with 4 staff, a wide array of activities to promote spoken language and the additional provision of a sports coach three mornings per week to further increase the children’s activity levels.</p>																																	
<p>Foundation Stage Reading and Writing Extension Groups</p>	<p>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 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.</p>	<p>The impact of reading and writing extension groups in the Foundation stage can be seen in the increased numbers of Jersey Premium Pupils leaving the Foundation Stage with increased percentages of children <b>exceeding</b> expectations:</p> <table><tr><th colspan="6">Literacy</th></tr><tr><th rowspan="2"></th><th colspan="2">Emerging (%)</th><th colspan="2">Expected (%)</th><th colspan="2">Exceeding (%)</th></tr><tr><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th></tr><tr><td>Reading</td><td>28.6</td><td>30</td><td>42.9</td><td>40</td><td>28.6</td><td>30</td></tr><tr><td>Writing</td><td>71.4</td><td>30</td><td>14.3</td><td>40</td><td>14.3</td><td>30</td></tr></table>	Literacy							Emerging (%)		Expected (%)		Exceeding (%)		2018	2019	2018	2019	2018	2019	Reading	28.6	30	42.9	40	28.6	30	Writing	71.4	30	14.3	40	14.3	30
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<p>Purchase “Now Press Play”</p>	<p>The now&gt;press&gt;play program is an immersive educational resource that engages primary school children in the curriculum through emotion, imagination and movement. In a now&gt;press&gt;play experience every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they’ll never forget. Following an initial role out qualitative data suggests:</p> <p>89% of children said they felt a lot more excited about their topic after an experience, with</p> <p>93% feeling a little more excited after an experience</p> <p>84% of children believed that they had learnt a lot of new things about their topic and,</p> <p>95% believed they had learnt some new things about their topic</p> <p>75% of the children felt a lot more confident about their topic after an experience, and</p> <p>90% felt somewhat more confident about their topic</p> <p>96% of the children definitely wanted to do a now&gt;press&gt;play experience again, with</p> <p>100% wanted to do a now&gt;press&gt;play experience again</p>	<p>This product was only purchased in December 2019 and as yet we have only had a staff meeting to introduce it to all staff therefore no impact data available.</p>																																	
<p>Replenish classroom library provision</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>This is continuation of the development of the two new libraries and the resourcing of high quality texts for them. Pupil voice tells us only 58.8% of our cohort enjoy reading and that is our challenge- we want to develop a love of reading for all children and increase their reading mileage in the process with a high range of quality texts.</p>																																	

Provision of the John Muir Award for the Year 5 cohort	The John Muir Award is a national environmental award that encourages people of all backgrounds to connect with, enjoy and care for wild places through a structured yet adaptable scheme. The Award isn't competitive but should challenge each participant.	Throughout the week, the children learned about the geography and history of Jersey, environmental issues, local plants and wildlife, how to coast steer in St Brelade's bay and most importantly they developed their relationships within the class and learnt new things about themselves. Pupil Feedback suggested: "Our perseverance grew and our confidence grew in ourselves and others." "We learnt more about our geography and history, such as the Smugglers cave and the railway line. We got to uncover Jersey's secrets" It changed my enthusiasm about going out to different places. I wanted to take my mum to Smuggler's cave" "It made us more active and I want to continue to be more active so I can go exploring"																
Renewal of Inspire Education Package	Inspire Education is an immersive 3D environment where children interact with characters and artefacts across time and location to broaden their knowledge, make connections, deepen their understanding of a topic and refine literacy skills along a progression pathway. Coupled with a research backed pedagogy, children gain mastery of reading and use this foundation to develop writing capabilities from imaginative design and emotional intelligence to critical thinking and analysis.	The additional resourcing of Reading across the school has shown a marginal impact in the percentage of children across the school achieving age related expectations: <table><tr><td>Children outside ARE</td><td>11.40%</td></tr><tr><td>Children within ARE</td><td>51.20%</td></tr><tr><td>Children at ARE</td><td>37.40%</td></tr><tr><td>Jersey Premium outside ARE</td><td>13.13%</td></tr><tr><td>Jersey Premium within ARE</td><td>51.28%</td></tr><tr><td>Jersey Premium at ARE</td><td>35.59%</td></tr><tr><td>Children at ARE IN 2018</td><td>34.20%</td></tr><tr><td>Increase on Previous year</td><td>+3.20%</td></tr></table>	Children outside ARE	11.40%	Children within ARE	51.20%	Children at ARE	37.40%	Jersey Premium outside ARE	13.13%	Jersey Premium within ARE	51.28%	Jersey Premium at ARE	35.59%	Children at ARE IN 2018	34.20%	Increase on Previous year	+3.20%
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Jersey Premium at ARE	35.59%																	
Children at ARE IN 2018	34.20%																	
Increase on Previous year	+3.20%																	
Purchase Resources to support the teaching of Maths No Problem	Our aim as teachers is to develop children's understanding of mathematical concepts. We need to encourage children to explore their own mathematical ideas and challenge potential misconceptions. Manipulatives are a key component in the teacher's toolkit, allowing the structure of the mathematics to be uncovered and hence understood more deeply by the children. (Humphreys and Parker, 2015, pg.26)	This year the focus on Maths has had a positive impact. Whilst the percentages of JP pupils securing expectations remains below their non-JP peers it has increased and as a school the numbers have increased by in excess of 10%: <table><tr><td>Children outside ARE</td><td>7.20%</td></tr><tr><td>Children within ARE</td><td>51.50%</td></tr><tr><td>Children at ARE</td><td>41.30%</td></tr><tr><td>Jersey Premium outside ARE</td><td>9.42%</td></tr><tr><td>Jersey Premium within ARE</td><td>53.43%</td></tr><tr><td>Jersey Premium at ARE</td><td>37.15%</td></tr><tr><td>Children at ARE IN 2018</td><td>30.50%</td></tr><tr><td>Increase on Previous year</td><td>10.80%</td></tr></table>	Children outside ARE	7.20%	Children within ARE	51.50%	Children at ARE	41.30%	Jersey Premium outside ARE	9.42%	Jersey Premium within ARE	53.43%	Jersey Premium at ARE	37.15%	Children at ARE IN 2018	30.50%	Increase on Previous year	10.80%
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Children at ARE IN 2018	30.50%																	
Increase on Previous year	10.80%																	
Cost:		£40,646																
Other approaches																		
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.																		
Cost:		£2,178																

Our 2019 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's who are eligible for Jersey Premium Funding outcomes. In particular, the numbers of Jersey Premium Pupil children now successfully securing 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 and shows a comparison to 2017/2018 data.

			Jersey Premium			Non- Jersey Premium		
			S	D	E	S	D	E
<b>KEY STAGE 1 AND KEY STAGE 2 JERSEY PREMIUM and NON-JERSEY PREMIUM 2017-18</b>	% <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%		

			Jersey Premium			Non- Jersey Premium		
			Outside	Within (E and D)	Secure	Outside	Within (E and D)	Secure
<b>KEY STAGE 1 AND KEY STAGE 2 JERSEY PREMIUM and NON-JERSEY PREMIUM 2018-19</b>	% <u>secure (S), With (D and E) and outside of ARE</u>	READING	13.13%	51.28%	35.59%	11.4%	51.2%	37.4%
		WRITING	11.62%	56.95%	31.43%	10%	57.8%	32.2%
		MATHEMATICS	9.42%	53.43%	37.15%	7.2%	51.5%	41.3%
	% <u>increase or decrease on those SECURING ARE compared to 2017/2018 data</u>	READING	+10.69%			-5.25%		
		WRITING	+6.13%			-3.7%		
		MATHEMATICS	+11.68			+6.88%		