

1. Summary information					
School	Grands Vaux Primary School				
Year	2020	Total JP budget		Date of most recent JP Review	Dec 2019
Total number of pupils	164	Number of pupils eligible for JP	81	Date for next internal review of this strategy	Termly

2. Current achievement							
2018-2019 Summative Performance Indicators for Year 1 through to Year 6.		Pupils eligible for JP			Pupils not eligible for JP		
		Outside	Within (E and D)	Secure	Outside	Within (E and D)	Secure
% secure (S), With (D and E) and outside of ARE	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%
% increase or decrease on those SECURING ARE compared to 2017/2018 data	READING	+10.69%			-5.25%		
	WRITING	+6.13%			-3.7%		
	MATHEMATICS	+11.68			+6.88%		

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.	Low percentage of children securing age related expectations across the three core areas compared to the Island Average
E.	A need to widen the curriculum the breadth of the curriculum
PLANNED EXPENDITURE	
Calendar Year	2020
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 Year 6 Pupils reach their potential in their end of Key Stage 2 Assessments	<p>Early morning curriculum booster sessions offered to all in Year 6 twice weekly</p> <p>Year 6 children with a sibling will have the offer of a free Breakfast Club place to remove a barrier to their attendance.</p>	<p>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.</p> <p>The data from last year proved that <u>this approach was successful</u>:</p> <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</p>	Subject	Grands Vaux 2019	Reading	96.25	Maths	99.14	SPAG	101.38	Subject	Grands Vaux 2019	Reading	105	Maths	120	SPAG	120	JHa will promote and lead the sessions and explore methods of removing the barriers of accessing the programme.	JHa	Post Key Stage 2 Assessments
Subject	Grands Vaux 2019																				
Reading	96.25																				
Maths	99.14																				
SPAG	101.38																				
Subject	Grands Vaux 2019																				
Reading	105																				
Maths	120																				
SPAG	120																				

		<div>sessions in each of the three core areas in the end of key stage 2 assessments papers:</div> <table><tr><td>Subject</td><td>Grands Vaux 2019</td></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>	Subject	Grands Vaux 2019	Reading	98.14	Maths	105.71	SPAG	108.71			
Subject	Grands Vaux 2019												
Reading	98.14												
Maths	105.71												
SPAG	108.71												
Total Budgeted Cost					£2,500								
All curriculum areas are enhanced, developed and broadened and have a clear path forward	One hour Subject Leadership Release given to all subject leaders to drive their subject forward and enhance, develop and broaden the curriculum	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	Subject Leaders will be monitored within the schools monitoring cycle and will have timetabled meetings with the school Senior Advisor.	JHa	Termly								
Total Budgeted Cost					£8,000								

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.	<p>PE Lead will undertake lesson observations of the coach termly, within the school observation cycle, alongside Elliot Powell.</p> <p>Baseline data secured in September 2019, mid-year check scheduled for week beginning 13.01.2020 and summative data collection in June 2020 for all Key Stage 2 children. Jersey Premium pupils data is also analysed separately to allow for comparison.</p>	JHa	Termly
Total Budgeted Cost					£17,100
To help pupils reach their full potential in reading through high quality teaching	BR@P	<p>"ECOF" paper from 2016 states that "The average gain in level indicates significant progress for pupils who have received BR@P."</p> <p>This statement is supported in the progress our own pupils who have experienced BR@P have made.</p> <p>Year on year this programme has shown impact. Last year's average impact for children in receipt of JP funding was:</p>	<p>Co-ordinated by Lead LSA who has been trained.</p> <p>Timetabled sessions.</p> <p>Observation by Lead and Island Literacy Lead</p> <p>Trained staff delivering the program</p>	PMcC	After each 10 week cohort

			<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				
Assessment area	Progress (months)																
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Total Budgeted Cost						£2350											
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 Emily Bashforth- 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	<p>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.</p> <p>Consistency in the teaching of French at Grands Vaux is having an impact. The data from 2018 compared to 2019 shows the impact:</p> <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>	Year 6 Data	% Y6 Emerging and above	% Y6 Developing and above	%Y6 Secure	2017/2018	95	0	0	2018/2019	100	44	0	<p>The sessions will be included within the observation schedule and end of KS 2 data will be compared to previous years. Last year showed an increase of 44% of children now developing in MfL according the end of Primary Data.</p>	JHa	Termly
Year 6 Data	% Y6 Emerging and above	% Y6 Developing and above	%Y6 Secure														
2017/2018	95	0	0														
2018/2019	100	44	0														
Total Budgeted Cost						£8,000											
To enrich the curriculum and ensure that all children have access	<p>1. Breakfast Club places supported for JP pupils experiencing attendance issues</p> <p>2. BR@P delivery within Breakfast Club</p> <p>3. To re-resource Breakfast Club to promote language and speaking opportunities.</p>	<p>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.</p>	Circumstances will be discussed directly with parents	MM	As appropriate												
Total Budgeted Cost						£8073											

To ensure that children leave the Foundation Stage securing the Age Related Expectations	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 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.	Sessions will be timetabled and data driven	JP	Termly
Total Budgeted Cost					£4370
<p>To ensure children are hooked into and immersed within their learning.</p> <p>To improve end of year writing SPI's across Key Stage 1 and 2</p> <p>To improve opportunities for children to write at length</p>	Annual Subscription to Now Press Play	<p>The now>press>play program is an immersive educational resource that engages primary school children in the curriculum through emotion, imagination and movement. In a now>press>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> <hr/> <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> <hr/> <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> <hr/> <p>96% of the children definitely wanted to do a now>press>play experience again, with</p> <p>100% wanted to do a now>press>play experience again</p>	Sessions will be timetabled and fall under the subject lead scrutiny of Katie Martin (Geography and History Lead)	KM	<p>Termly- through qualitative measures</p> <p>Year End- through writing Summative Performance Indicators</p>
Total Budgeted Cost					£1500
To support children's development in gross motor skills, problem solving, resilience and perseverance	<p>To invest in a traversing climbing wall</p> <p>To invest in slackline monkey bars</p>	<p>A traversing wall, otherwise known as a climbing wall or a traverse wall, is a popular playground feature amongst children. Not only do traversing walls encourage active play but they also challenge children to think critically as they attempt to safely traverse the wall, placing their feet firmly from one-step to another as they climb across the wall.</p> <p>Having some sort of climbing wall or traversing wall adds an extra dimension to your playground, as children can incorporate the wall into their imaginative play throughout an endless number of role-play scenarios, pretending that the activity walls are everything from the Himalayas to a skyscraper in New York, which they have to climb to save the day!</p>	<p>Prior to any purchase of the equipment Risk Assessments will be created and submitted to Faye Scott to ensure that the idea is compliant with Health and Safety Guidelines</p> <p>The children's scores in their Physical Development on the EExAT tracker will be tracked to ascertain the impact of the investment.</p>	JP	At the end of Window 2 and Window 3 the impact on the children's Physical Development can be measured.

Total Budgeted Cost					£1500
To develop the JP children core skills in reading, SPaG and Maths across the Spring and Summer Term	Additional trained teacher in Year 6 for a Friday afternoon	Whilst reducing a group size comes with a high cost the Education Endowment Fund suggests that: <i>“evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.”</i>	Termly Assessment analysed by the Assessment Lead	JHa	End of the Summer Term on receipt of the End of Key Stage 2 Assessment Results
					£3588
Total Jersey Premium Spend Budgeted for with the 2020 Proposal					£54688

*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.*