

Grands Vaux Primary School

Jersey Premium Statement

January 2022



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 they are eligible for Jersey Premium or not.



Jersey Premium Funding: £103,000

Proportion of Cohort: 52.8%

Number of pupils in receipt of Jersey Premium Funding: 85

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) Leadership Capacity
- c) Low percentage of children securing age related expectations across the three core areas compared to the Island Average
- d) A need to widen the curriculum the breadth of the curriculum

Our Allocation of Spending



In 2021 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 (Aims and Rationale)	Impact																																
Quality of Teaching for All																																		
<div>Deliver French across the school from Reception to Year 6</div> <div>Cost- £21,632</div>	<div>Following an internal curriculum review we identified the need to improve:<ul style="list-style-type: none">The quality of teaching French across the schoolThe consistency in teaching of French across schoolFull coverage of the MfL Primary National Curriculum</div> <div>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.</div>	<div>French across School</div> <div>At present the only summative assessment data that we capture in French in the End of Key Stage 2 data. This shows that over the 4 years that we have the initiative, impressive gains in the percentage of children securing the ARE in MfL:</div> <div>Whole Class:</div> <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><tr><td>2019/2020</td><td>100</td><td>75</td><td>40</td></tr><tr><td>2020/2021</td><td>100</td><td>77</td><td>54</td></tr></table> <div>JP Breakdown:</div> <table><tr><th></th><th>% Emerging</th><th>% Developing</th><th>% Secure</th></tr><tr><td>JP</td><td>28.6%</td><td>28.6%</td><td>42.8%</td></tr><tr><td>Non-JP</td><td>16.7%</td><td>16.7%</td><td>66.6%</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	2019/2020	100	75	40	2020/2021	100	77	54		% Emerging	% Developing	% Secure	JP	28.6%	28.6%	42.8%	Non-JP	16.7%	16.7%	66.6%
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<div>Additional trained adult to promote reading across Years 1 and 2</div> <div>Cost- £4200</div>	<div>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, when TAs are properly trained and supported to do so.”</div> <div>The two TA’s that were hired on a zero-hour basis were trained in benchmark assessments and the basics of reading with children.</div> <div>To improve reading with younger children the Education Endowment Fund suggests “<i>using a balanced and engaging approach to developing reading.</i>” At Grands Vaux we recognise the need to increase the children’s reading mileage and additional trained adults is a key part of the process.</div>	<div>The additional resourcing of Reading across the school over the last 2 years has shown a significant impact in the percentage of children across Key Stage 1 and 2 achieving age related expectations and decreasing number of pupils sitting outside ARE:</div> <table><tr><th></th><th>2019 Reading</th><th>2021 Reading</th></tr><tr><td>% Jersey Premium outside ARE</td><td>13.13%</td><td>7.1%</td></tr><tr><td>% Jersey Premium within ARE</td><td>51.28%</td><td>47.5%</td></tr><tr><td>% Jersey Premium at ARE</td><td>35.6%</td><td>45.4%</td></tr></table>		2019 Reading	2021 Reading	% Jersey Premium outside ARE	13.13%	7.1%	% Jersey Premium within ARE	51.28%	47.5%	% Jersey Premium at ARE	35.6%	45.4%																				
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<div>Additional trained adult to promote language skills within the Foundation Stage</div> <div>Cost- £1200</div>	<div>The “on entry” results in Communication and Language in the EYFS at Grands Vaux in September 2020 is shown below:</div> <table><tr><th>Above Typical</th><th>Typical</th><th>Below Typical</th></tr><tr><td>0% (0 children)</td><td>0% (0 children)</td><td>100% (15 children)</td></tr></table> <div>An additional adult trained in WELLCOMM was placed across EYFS to promote language skills.</div>	Above Typical	Typical	Below Typical	0% (0 children)	0% (0 children)	100% (15 children)	<div>The impact of placing an additional adult into the Foundation stage coupled with the supporting and encouraging of home language play in Foundation Stage, has resulted in increased numbers of Jersey Premium Pupils leaving the Foundation Stage exceeding expectations in Communication and Language. The exit data is shown below with only 2 of the 15 children remaining below typical:</div> <table><tr><th>Above Typical</th><th>Typical</th><th>Below Typical</th></tr><tr><td>47% (7 children)</td><td>40% (6 children)</td><td>13% (2 children)</td></tr></table>	Above Typical	Typical	Below Typical	47% (7 children)	40% (6 children)	13% (2 children)																				
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<div>Portuguese speaking LSA employed to promote:<ul style="list-style-type: none">Home language play in Foundation StageReading Reward Sessions</div> <div>Cost- £6100</div>	<div>Research suggests it is important to keep using home languages both in the Early Years Foundation Stage setting and at home. Bilingualism is an asset and the first or home language has a continuing and <i>significant role in identity, learning and the acquisition of additional languages</i>. Children need to develop strong foundations in the language that is dominant in the home, where most children spend most of their time. <i>Home language skills are transferable to new languages</i> and strengthen children’s understanding of language use.</div> <div>The LSA will work across the Foundation Stage promoting play in the child’s home language in the morning and then in the afternoon reading with individuals to celebrate their successes.</div>																																	
<div>Facts, Fluency and Manipulation Maths Groupings across Year 4, 5 and 6</div> <div>Cost- £2704</div>	<div>The Education Endowment Foundation (EEF) made 8 recommendations to improve Mathematics outcomes in Key Stage 2 and 3.</div> <div>Recommendation 7 suggests using “structured intervention to provide additional support.”</div>	<div>This targeted support was initiated in September 2021 following the completion of the Ready, Check, Go Assessments with Year 6, which harvested the outcomes that can be seen below:</div> <table><tr><td>Pupils requiring substantial further teaching of core learning</td><td>85.7%</td></tr></table>	Pupils requiring substantial further teaching of core learning	85.7%																														
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	<p>The “Ready, Set, Go” assessment undertaken in September guided us towards the needs for a “Facts, Fluency and Manipulation” intervention.</p> <p>The intervention is led by Miss. Taylor, an experienced Year 6 teacher and evidence shows that it motivates pupils.</p> <p>To avoid ‘intervention fatigue’ the is quick paced to avoid it being time consuming.</p>	<table><tr><td>Pupils requiring some further support before beginning their Year 6 learning</td><td>14.3%</td></tr></table> <p>The key areas that were identified for focussed teaching were the areas of multiplication and division.</p> <p>There is no outcome data as yet as the data will be reviewed in July 2022.</p>	Pupils requiring some further support before beginning their Year 6 learning	14.3%														
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<p>Physical Literacy trained coach to deliver 2 hours of top-quality PE coaching across Reception through to Year 6</p> <p>Cost- £17,010</p>	<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>All Jersey Premium Pupils across Key Stage 2 were assessed at the start of September 2020 and then again in July 2021 in key areas of Physical Literacy. Below is the progress made on average across Key Stage 2 in the 8 areas:</p> <table><tr><td>Aerobic</td><td>Anaerobic</td></tr><tr><td>+3.5</td><td>-1.4</td></tr><tr><td>Agility</td><td>Balance</td></tr><tr><td>-0.7</td><td>+7.4</td></tr><tr><td>Co-Ordination</td><td>Flexibility</td></tr><tr><td>+3.1</td><td>+2.5</td></tr><tr><td>Strength</td><td>Power</td></tr><tr><td>+1.7</td><td>0</td></tr></table> <p>As a school we are particularly pleased with the progress in the area of Aerobic Ability.</p> <p>The children have now also all been reassessed in these 8 areas in September 2021 and will again be reassessed in July 2022.</p>	Aerobic	Anaerobic	+3.5	-1.4	Agility	Balance	-0.7	+7.4	Co-Ordination	Flexibility	+3.1	+2.5	Strength	Power	+1.7	0
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<p>BR@P</p> <p>Cost- £10,464</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>BR@P intervention was run across the whole of Key Stage 2 across the academic year. This was part of a wider range of reading strategies as were identified as a priority in the School Development Plan 20-21.</p> <p>19 children completed the BR@P program this year with a further 9 children starting the program that will continue into 2022.</p> <p>On average the children who undertook the BR@P sessions with one of the 3 trained LSA’s, made the progress shown below in the four assessment areas:</p> <table><tr><td>Assessment area</td><td>Progress (months)</td></tr><tr><td>Accuracy</td><td>+14.4</td></tr><tr><td>Comprehension</td><td>+15.3</td></tr><tr><td>Rate</td><td>+10.4</td></tr><tr><td>Benchmark Levels</td><td>+5.4</td></tr></table>	Assessment area	Progress (months)	Accuracy	+14.4	Comprehension	+15.3	Rate	+10.4	Benchmark Levels	+5.4						
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<p>Reading Response</p> <p>Cost- £8070</p>	<p>Reading response is a TA led intervention which is designed to support Year 2 pupils who are just below Age Related Expectations for reading. The intervention was piloted in 2019 and the gains were clear:</p> <ul style="list-style-type: none">• Benchmark gain showed pupils made significant progress over a short period of time – effectively on average 1 level every 2 weeks. The normal rate of progress would be 2/3 levels every term (12-14 weeks).• The Reading Age data demonstrates similar gains – pupils spent an average of 12 weeks on the programme and made 9.1 months gain in reading age. This equates to 3x the normal rate of progress. This is particularly pleasing as the intervention was new to all the TAs except for one. There was also some disruption to the daily teaching due to industrial action.• For a low cost, short term intervention with ongoing CPD, this pilot has been shown to be highly successful and will be expanded.	<p>Several children in receipt of Jersey Premium funding accessed the Reading Response intervention. The average progress against each of the 4 assessed areas can be seen below:</p> <table><tr><td>Average gain of Sight words</td><td>Average benchmark gain</td><td>Average single word gain</td><td>Average dictation gain</td></tr><tr><td>All ended with 100 sight words</td><td>+8.5</td><td>+14</td><td>+4.5</td></tr></table>	Average gain of Sight words	Average benchmark gain	Average single word gain	Average dictation gain	All ended with 100 sight words	+8.5	+14	+4.5								
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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>Replace Breakfast Club resources to promote speaking opportunities</p>	<p>Extending School Time (according to the Education Endowment Foundation) has an impact for moderate cost.</p> <p>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>https://educationendowmentfoundation.org.uk/</p>	<p>Our Breakfast Club has grown greatly over the last four 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>Costs have been significantly reduced for those children in receipt of JP funding and in some cases this barrier has been removed.</p>																

Cost- £9130																		
Yearly Subscription Renewal for “Now Press Play” Cost- £1540	<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> <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>press>play experience again, with</p> <p>100% wanted to do a now>press>play experience again</p>	<p>The role out of Now Press Play across the school has proved successful and has played its part, alongside teaching improvements, in developing the writing curriculum at Grands Vaux School.</p> <p>Whilst the percentage of those children working outside their year group curriculum has closed over time the percentage of those secure the expectations has not improved. This has been addressed as a priority on the School Development Plan 2021-22.</p> <table><tr><th></th><th>2019 Writing</th><th>2020 Writing</th><th>2021 Writing</th></tr><tr><td>% Jersey Premium outside ARE</td><td>11.62%</td><td>9.6%</td><td>9.7%</td></tr><tr><td>% Jersey Premium within ARE</td><td>56.95%</td><td>60.3%</td><td>64.9%</td></tr><tr><td>% Jersey Premium at ARE</td><td>31.43%</td><td>30.1%</td><td>25.4%</td></tr></table>		2019 Writing	2020 Writing	2021 Writing	% Jersey Premium outside ARE	11.62%	9.6%	9.7%	% Jersey Premium within ARE	56.95%	60.3%	64.9%	% Jersey Premium at ARE	31.43%	30.1%	25.4%
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Provision of the John Muir Award for the Year 5 cohort Cost- £1920	<p>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.</p> 	<p>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.</p> 																
Clarinet 10-week teaching project in Years 3, 4 and 5 Cost- £2217	<p>As a school we recognise the need to draw on the skill base of the Jersey Music Service to support the music curriculum in school because:</p> <ul style="list-style-type: none">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.Only one pupil across our school accessed music tuition outside of schoolThe 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.	<p>On acquiring the services of JMS to deliver Clarinet teaching across Year 3, 4 and 5 we had plans for each class to host a performance at the end of their 10 weeks of sessions. Unfortunately, due to continued COVID-19 restrictions, this performance was not possible.</p>																
Holiday Provision within Jersey Sport Activities Cost- £2781	<p>The Jersey Premium activities programme is an excellent way to introduce children to a wide range of sports and activities. The programme is all about getting active and having fun and the qualified coaches help children develop new skills and make new friends.</p>	<p>The offer was made to all children in receipt of JP funding to access a week of Jersey Sport Holiday Provision and some children also benefitted from the Bosdet Foundation offer of holiday provision at Les Ormes. The impact is not quantifiably measurable however the children enjoyed their experiences.</p>																
Renewal of Inspire Education Package Cost- £762.69	<p>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.</p>	<p>The renewal of the Inspire Education Package has been one part of the additional resourcing of Reading across the school over the last two academic years. These additional resources coupled with improved teaching has delivered improved outcome is reading for children eligible for JP funding across Key Stage 1 and 2:</p> <table><tr><th></th><th>2019 Reading</th><th>2021 Reading</th></tr><tr><td>% Jersey Premium outside ARE</td><td>13.13%</td><td>7.1%</td></tr><tr><td>% Jersey Premium within ARE</td><td>51.28%</td><td>47.5%</td></tr><tr><td>% Jersey Premium at ARE</td><td>35.6%</td><td>45.4%</td></tr></table>		2019 Reading	2021 Reading	% Jersey Premium outside ARE	13.13%	7.1%	% Jersey Premium within ARE	51.28%	47.5%	% Jersey Premium at ARE	35.6%	45.4%				
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		Cost:	£68,099
Other approaches			
Resourcing the Jersey Tutoring Programme <u>Cost-</u> £250.60	<p>The Jersey Tutoring Programme (JTP) aims to address the loss of schooling suffered by children at primary and secondary school and the resulting impact on their learning by providing high-quality tuition for identified pupils who have clearly defined areas that require additional support.</p> <p>Whilst the JTP is supported by a separate budget, as an incentive to attend on their weekend, at Grands Vaux we decided to supply all children tutored on a Saturday morning with juice, a snack and a 5-minute interval.</p> <p>JP also resourced activities and snacks for the JTP holiday clubs that were hosted by school staff during the Summer Break and October half term.</p>	<p>Across the first calendar year of the JTP fund and the subsequent support offered through the JP fund, 49 children (39.5%) across Key Stage 1 and 2 were supported through the Jersey Tutoring Program.</p>	
Re-Resourcing the Class Based Libraries <u>Cost-</u> £2910.42	<p>Research suggests that economically disadvantaged children are less likely to have books, therefore less likely to read at home and less likely to read for pleasure. Therefore, not only are they more likely to fall behind in their studies; they then fall behind in their lives.</p> <p>As a school, we built two new libraries in 2017, and made a pledge to ensure that these were resourced with modern literature and that the children would have a say in the books that they libraries contained.</p> <p>As a result, annually children eligible for JP funding visit Waterstones with their peers to select new literature to further resource the libraries.</p> <div></div>		
<i>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.</i>			