

Grands Vaux Primary School

Jersey Premium Strategy

January 2022



Cohort & Funding	2022
Jersey Premium Budget	£112,000
Total number of pupils	157
Number of pupils eligible for Jersey Premium	82
% of pupils eligible for Jersey Premium	52.3%
Publish date	January 2022
Review date	July 2022
Jersey Premium lead	Mr J Hazley

Challenges

Challenge number	Detail of challenge
1	Low levels of Communication and Language on entry to school
2	A number of children eligible for Jersey Premium funding not making expected progress in writing, reading and/or maths despite availability of quality first wave teaching
3	Engagement of some families in their child's learning journey and their engagement with the school- <i>School closures and COVID mitigations have exacerbated this challenge further</i>
4	A large focus of the curriculum is centred around core skill and core learning so opportunities and access to a fuller curriculum can be limited
5	Concerns arisen from the "Jersey Children and Young People's Survey" indicating needs to address in the physical activity and wellbeing levels- <i>School closures and COVID mitigations have exacerbated this challenge further</i>

Intended outcomes

Challenge Number	Intended outcome	Success criteria
1	Speech and Language is no longer a barrier to learning on exiting the Foundation Stage	Percentage of Reception cohort achieving Communication and Language Early Learning Goal in line with Island average (8% increase required based on 2021 data)
2	For disadvantaged pupils who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths	100% of disadvantaged pupils who do not have a cognitive SEND need will be developing or secure in their year group's curricular expectations
3	Increased parental engagement in all Grands Vaux pupils' learning journeys within school and the family home	-80%+ attendance at parental events- propellor boards roll out, introduction to bug club, REAL events... -Increased engagement in learning with children in the home setting
4	Children have a greater awareness, understanding and appreciation of their local environment	All children in Upper Key Stage 2 explore, experience or see a side of Jersey previously unencountered by themselves
5	Increase in levels of physical activity and increase in ability in the 8 core areas of physical literacy	All children in Year 2, 4 and 6 (<i>Year groups tested by Jersey Sport</i>) to show improvements across the 8 areas of Physical Literacy

Teaching projects

Project and Rationale	Expected Outcome	Challenges Addressed																																				
<p>Aim</p> <p>Increased percentage of children achieving the minimum level against the Physical Literacy Assessments</p> <p>Rationale</p> <p>Evidence in island wide health assessments and previous island wide physical literacy assessments indicate that our children require a consistent and high-quality approach to the teaching of physical activity and core skills.</p> <p>Activity</p> <p>Physical Literacy trained coaches to deliver 2 hours of top-quality PE coaching across Reception through to Year 6</p> <p>Cost</p> <p>£17100</p>	<p>Increase across all 8 assessed areas with specific focus in 2022 for all pupils in the area of their anaerobic ability:</p> <table><tr><th></th><th>Current KS2 Averages</th><th>Expected Outcomes</th></tr><tr><td>Aerobic</td><td>21.7</td><td>25</td></tr><tr><td>Anaerobic</td><td>15.9</td><td>18</td></tr><tr><td>Agility</td><td>22</td><td>24</td></tr><tr><td>Balance</td><td>71.4</td><td>80</td></tr><tr><td>Coordination</td><td>6.8</td><td>8</td></tr><tr><td>Flexibility</td><td>14.3</td><td>16</td></tr><tr><td>Strength</td><td>14</td><td>16</td></tr><tr><td>Power</td><td>3</td><td>4</td></tr></table> <p>Expected Outcomes/targets have been made in discussion with Jersey Sport colleagues.</p>		Current KS2 Averages	Expected Outcomes	Aerobic	21.7	25	Anaerobic	15.9	18	Agility	22	24	Balance	71.4	80	Coordination	6.8	8	Flexibility	14.3	16	Strength	14	16	Power	3	4	5									
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<p>Aim</p> <p>Improved MfL outcomes for all pupils</p> <p>Rationale</p> <p>Following an internal curriculum review we identified the need to improve:</p> <ul style="list-style-type: none">-The quality of teaching French across the school-The consistency in teaching of French across school-Full coverage of the MfL Primary National Curriculum <p>Activity</p> <p>Deliver French across the school from Reception to Year 6</p> <p>Cost</p> <p>£9000</p>	<p>This intervention is now running into its 5th consecutive year with clear gains year on year. The expectation is that more children will leave Year 6 secure the MfL curriculum expectations:</p> <p>Whole Class:</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><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><tr><td>Expected Outcomes</td><td>100</td><td>80</td><td>70</td></tr></table> <p>JP Breakdown:</p> <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>Expected Outcomes</td><td>15</td><td>35</td><td>50</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	Expected Outcomes	100	80	70		% Emerging	% Developing	% Secure	JP	28.6%	28.6%	42.8%	Expected Outcomes	15	35	50	4
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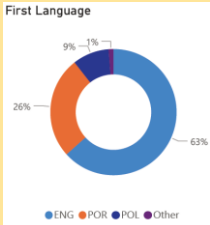
Targeted academic interventions

Project and Rationale	Expected Outcome	Challenges Addressed								
Aim To help pupils reach their full potential in reading through high quality teaching Rationale Reading has been a high priority on our SDP. Progress has been made in the percentage of children securing ARE however only 44% of our JP cohort have secured ARE- this remains below Island average; it remains a priority. Activity BR@P Cost £5500	For those children identified to benefit from BR@P provision the expectation is that they will make accelerated reading progress in accuracy, comprehension, rate and this will also be evident in the gain in benchmark levels.	2								
Project and Rationale	Expected Outcome	Challenges Addressed								
Aim -To ensure children are hooked into and immersed within their learning. -To improve end of year writing SPLs across Key Stage 1 and 2 -To increase opportunity for children to write at length Rationale We recognise at Grands Vaux that we have several “reluctant writers”- this package provides inspiration to write Activity Annual Subscription to Now Press Play Cost £1540	Following cross class and cross key stage moderation, lesson observations and book scrutinies, our expectation is that our more “reluctant writers” will write at greater length, have greater willingness to engage in writing sessions and develop an enjoyment for writing.	2								
Project and Rationale	Expected Outcome	Challenges Addressed								
Aim Increased percentages of children securing ARE in their reading in Years 1 and 2 Rationale Our JP numbers of children securing expectations remain below Island average; it remains a priority. Also due to the current global pandemic our children have lost 1 to 1 reading opportunities due to the lack of ECOF volunteers- we need to increase their reading mileage. Activity An LSA employed on zero-hour contracts to increase the volume of, and regularity of, children being heard to read on 1 to 1 basis Cost £3200 (6 hours of a Grade 4 LSA- Zero Hours)	For those children identified to be at risk of falling outside of ARE to be identified, and interventions to occur to reduce the number of pupils falling outside ARE by the time they reach Key Stage Two.	2								
Project and Rationale	Expected Outcome	Challenges Addressed								
Aim Higher than average gains in Benchmark Levels and Word Reading Ages Rationale Reading has been a high priority on our SDP. Progress has been made in the percentage of children securing ARE however only 44% of our JP cohort have secured ARE- this remains below Island average; it remains a priority. Activity Reading Response sessions for 4 children (every ten weeks) every afternoon with one of two fully trained LSA’s Cost £15000	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 run last year, and the average gains can be seen below. It would be our expectation that similar, if not higher, average gains will be made across 2022: <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	2
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Project and Rationale	Expected Outcome	Challenges Addressed								
Aim All children, without a recognised SEN, to leave the foundation stage achieving the Communication and Language early learning goal. Rationale Communication and Language remains a challenge on entry to school. Within the nursery cohort 50% are open to SaLT. Activity REAL activities undertaken in school in small groups with parental involvement and activity bags provided to continue with at home.	On entry the majority of the cohort were below in both communication and language and literacy. This can be seen below:	1 and 3								

Cost Books for Spring and Summer Term = £360 Resources for home = £200 Staffing costs = £320	<table><tr><td colspan="2">Communication and Language Nursery data 'On entry' and 'Window 1'</td></tr><tr><td colspan="2">%Below Typical</td></tr><tr><td>On Entry</td><td>Window 1</td></tr><tr><td>90%</td><td>90%</td></tr></table> <table><tr><td colspan="2">Literacy Nursery 'On entry' and 'Window 1'</td></tr><tr><td colspan="2">%Below Typical</td></tr><tr><td>On Entry</td><td>Window 1</td></tr><tr><td>100%</td><td>80%</td></tr></table> <p>Our expected outcome would be that all children, without a recognised SEN, to leave the foundation stage achieving the Communication and Language early learning</p>	Communication and Language Nursery data 'On entry' and 'Window 1'		%Below Typical		On Entry	Window 1	90%	90%	Literacy Nursery 'On entry' and 'Window 1'		%Below Typical		On Entry	Window 1	100%	80%	
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Aim Children’s speed of recall and ability to manipulate tables for the purpose of mental arithmetic to improve Rationale Initial assessments at the start of the 2021-22 academic year indicated that a large majority of children across Upper Key Stage 2 required “substantial further teaching of core learning” Activity Targeted “facts, fluency and manipulation” sessions across Upper Key Stage 2 lead by Mhairi- possibility of training as a Numbers Count teacher Cost £9000	<p>Substantial decrease in the percentages of children eligible for Jersey Premium funding entering year 6 in September 2022 requiring “substantial further teaching of core learning”</p>	2																
Project and Rationale	Expected Outcome	Challenges Addressed																
Aim Increase percentage of Jersey Premium Pupils developing or secure in year group expectations prior to transitioning into Key Stage 2 Rationale Data from July 2021 shows that the gaps in percentage of children securing expectations in maths and writing was roughly 10% lower than all children. Activity 3 morning a small group teacher tuition for children in Year 1 and Year 2 in the core areas of writing, Phonics, Reading or Maths Cost £11232	<p>The gap between the percentage of JP and non-JP children who secure year group expectations will both close and improve. See expected outcome of current Year 2 cohort below:</p> <table><tr><td></td><td>Maths</td><td>Writing</td><td>Reading</td></tr><tr><td>2021 Y1 All Secure</td><td>52.6%</td><td>47.4%</td><td>47.4%</td></tr><tr><td>2021 Y1 JP Secure</td><td>53.3%</td><td>40%</td><td>40%</td></tr><tr><td>Expected 2022 Y2 JP Secure</td><td>55%</td><td>50%</td><td>50%</td></tr></table>		Maths	Writing	Reading	2021 Y1 All Secure	52.6%	47.4%	47.4%	2021 Y1 JP Secure	53.3%	40%	40%	Expected 2022 Y2 JP Secure	55%	50%	50%	1 and 2
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Wider Strategies

Project and Rationale	Expected Outcome	Challenges Addressed																
Aim To promote speaking and listening opportunities To reduce punctuality issues and improve attendance figures Rationale The teaching of speaking and listening skills is a high priority on the School Development Plan at Grands Vaux and we welcome any opportunity to engage in and promote conversational skills. The Sutton Trust have identified that targeted support through a Breakfast Club Provision can have positives benefits on children’s outcomes. Activity -Breakfast Club places supported for JP pupils experiencing attendance issues -BR@P delivery within Breakfast Club -To re-resource Breakfast Club to promote language and speaking opportunities. Cost £4000	<p>Reduced punctuality and attendance issues in identified children who will be encouraged to take a place within the school Breakfast Club.</p> <p>When observed/monitored, Breakfast Club will be seen as a place where conversation is encouraged and promoted, impacting speaking and language across the school alongside the number of other vocabulary-based school interventions.</p>	1 and 4																
Project and Rationale	Expected Outcome	Challenges Addressed																
Aim To increase children’s engagement in maths outside of the school building and promote mathematical conversation Rationale Maths progress across school has slowed since the initial introduction of MNP, however for JP pupils it has decreased over two years. The children need greater experience of maths, and maths conversations across settings. Activity Purchase the Whole School Monster Pack of Propeller maths boards to develop maths activity and conversation at home and in school Cost £995 + £68 delivery	<p>As the data below shows progress has not been made in the percentage of JP pupils securing the maths curriculum:</p> <table><tr><th></th><th>2019</th><th>2020</th><th>2021</th></tr><tr><td>% JP outside ARE</td><td>9.42%</td><td>4.5%</td><td>3.9%</td></tr><tr><td>% JP within ARE</td><td>53.43%</td><td>58.5%</td><td>63.5%</td></tr><tr><td>% JP at ARE</td><td>37.15%</td><td>37%</td><td>24.3%</td></tr></table> <p>Our expectations is that through the implementation of the home boards, coupled with other JP and non JP strategies, the percentage of JP pupils secure in year group expectation in July 2022 will be 40%.</p>		2019	2020	2021	% JP outside ARE	9.42%	4.5%	3.9%	% JP within ARE	53.43%	58.5%	63.5%	% JP at ARE	37.15%	37%	24.3%	1 and 3
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Aim To enrich and broaden the local curriculum, to encourage cooperation and teamwork, and to offer opportunity for the Year 5 children to explore their island Rationale This will be the third year that we have run the John Muir award and we have determined that the pupils benefit greatly from the experience of exploring, discovering, conserving and sharing the experiences. Activity Year 5 to partake in the John Muir Award through Absolute Adventure Cost £1625	<p>The children will explore a corner of the Island that may have previously been unseen; they will discover geographical and historical facts about their local area; they will conserve the local wildlife identifying the importance of this and they will share the experience and new learning with an audience. This will prove an extremely powerful opener to their local study, curriculum focus.</p>	4																
Project and Rationale	Expected Outcome	Challenges Addressed																
Aim -To ensure children are hooked into and immersed with their learning. -To improve end of year reading and writing SPI’s across Key Stage 2 Rationale We recognise at Grands Vaux that we have several “reluctant writers” and “reluctant readers”- this package provides inspiration to read and inspiration to write Activity Renewal of the Inspire Education Package Cost £762	<p>This will be the third consecutive year that we have invested in the Inspire Education Package and alongside a number of reading interventions/CPD/ improvements in the quality of teaching evidence below suggests that the heavy focus in the SDP and JP is paying dividend.:</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>4%</td></tr><tr><td>% Jersey Premium within ARE</td><td>51.28%</td><td>49.3%</td></tr></table>		2019 Reading	2021 Reading	% Jersey Premium outside ARE	13.13%	4%	% Jersey Premium within ARE	51.28%	49.3%	2							
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	<table border="1"> <tr> <td>% Jersey Premium at ARE</td><td>35.59%</td><td>46.8%</td></tr> </table> <p>We aim to further increase the percentage of Jersey Premium children across Key Stage 1 and 2 securing ARE.</p>	% Jersey Premium at ARE	35.59%	46.8%	
% Jersey Premium at ARE	35.59%	46.8%			
Project and Rationale	Expected Outcome	Challenges Addressed			
<p>Aim Foundation Stage- All children, without a recognised SEN, to leave the foundation stage achieving the Communication and Language early learning KS 1 and KS2- Increased percentages of children securing ARE in their reading in Years 1 and 2</p> <p>Rationale A significant % of the cohort at Grands Vaux are MLL and currently outcomes are not in line with whole school or aspirationally Island average</p>  <p>Activity Employ a MLL zero hours member of staff to enable home language play in the Foundation Stage and reading sessions in home language for children across Key Stage one and Two</p> <p>Cost £13200</p>	<p>The EAL (Portuguese Speaking) LSA will work across school and the broad expected outcomes at this stage of planning are:</p> <ul style="list-style-type: none"> Increased level of speaking and listening from Foundation Stage children communicating with adults and peers in their home language Increased engagement by all parents in school life and the identification of barriers to engagement for all 	1 and 2			
Project and Rationale	Expected Outcome	Challenges Addressed			
<p>Aim To provide holiday provision to all Jersey Premium children raising their activity levels of the school holidays</p> <p>Rationale School holidays can be difficult times for children and the current COVID-19 restrictions have resulted reduced activity levels and reduced activity outside of the home. We want to raise engagement in activity and increase opportunities for our children.</p> <p>Activity Provide opportunity to Jersey Premium Children to undertake a holiday club with Jersey Sport.</p> <p>Cost Average of £150 per child for a week at a holiday club of their choice- Fully dependent on the uptake</p>	<p>We aim to “sell” the project in advance of the holidays to the Jersey Premium children and their parents. It is our aim that there is an increase to the number of children that accepted the offer in the Summer Break 2021.</p> <p>We do need undertake a piece of work to identify the barriers in advance to the children’s involvement. (Transport, understanding of the offer, communication from school etc...)</p>	4 and 5			

For more information about Jersey Premium, please visit www.gov.je/JerseyPremium