



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 Miss S Tanner (Sep 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.



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

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium.

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 and wider world.	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	Evidence that supports this approach	Challenges Addressed
<p>Aim Increased percentage of children achieving the minimum level against the Physical Literacy Assessments</p> <p>Rationale 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 Physical Literacy trained coaches to deliver 2 hours of top-quality PE coaching across Reception through to Year 6</p> <p>Cost £17100</p>	<p>Physical Literacy is defined as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”</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>	5
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim Improved MfL outcomes for all pupils</p> <p>Rationale Following an internal curriculum review we identified the need to improve: -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> <p>Activity Deliver French across the school from Reception to Year 6</p> <p>Cost £9000</p>	<p>Teachers, through our own internal review identified that subject specialism is good for Primary Schools. It ensures teachers make in-depth research on the subject matter, and this improved their subject knowledge, whilst ensuring that children always have the highest quality first wave teaching.</p>	4
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim To develop the quality and consistency of phonics teaching across school</p> <p>Rationale A consistent approach will mean accelerated progress for children in learning synthetic phonics and thus learning to read.</p> <p>Activity Essential Letters and Sounds</p> <p>Cost £1183</p>	<p>EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – Improving literacy in key stage 1</p>	1 and 2
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim To develop reading across KS2</p> <p>Rationale When children enter KS2 if they are working below ARE it becomes harder to close the gap. Children need engaging and tailored texts to develop their skills of reading and comprehension, and to become efficient readers to free up space in the working memory.</p> <p>Activity Reading Plus programme</p>	<p>Reading Plus - Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way.</p>	2

Cost £2507	<p>Working memory is also predictive of language skills, like the ability to keep track of the ideas presented in a long or complex sentence (Zhou et al 2017).</p> <p>On the flip side, individuals with poor working memory skills at a disadvantage. They are more likely to struggle with mathematics and reading. They may also struggle with following spoken directions. There is too much to juggle, and they lose track of what they are supposed to do.</p>	
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Targeted academic interventions

Project and Rationale	Evidence that supports this approach	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	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	2
Project and Rationale	Evidence that supports this approach	Challenges Addressed
Aim -To ensure children are hooked into and immersed within their learning. -To improve end of year writing SPIs 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	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:	2
Project and Rationale	Evidence that supports this approach	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 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

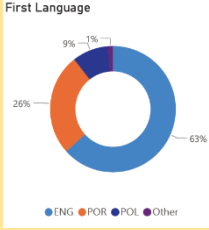
Cost £3200 (6 hours of a Grade 4 LSA- Zero Hours)																		
Project and Rationale	Evidence that supports this approach	Challenges Addressed																
Aim Higher than average gains in Benchmark Levels and Word Reading Ages Rationale Reading has been a high priority on our SDP. Progress has 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	<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 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:</p> <table><tr><th>Average gain of Sight words</th><th>Average benchmark gain</th><th>Average single word gain</th><th>Average dictation gain</th></tr><tr><td>All ended with 100 sight words</td><td>+8.5</td><td>+14</td><td>+4.5</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Data from Reading Response suggests:</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, has been shown to be highly successful.	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	Evidence that supports this approach	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. Cost Books for Spring and Summer Term = £360 Resources for home = £200 Staffing costs = £320	<p>On entry the majority of the cohort were below in both communication and language and literacy. This can be seen below:</p> <table><tr><th colspan="2">Communication and Language Nursery data 'On entry' and 'Window 1'</th></tr><tr><th colspan="2">%Below Typical</th></tr><tr><th>On Entry</th><th>Window 1</th></tr><tr><td>90%</td><td>90%</td></tr><tr><th colspan="2">Literacy Nursery 'On entry' and 'Window 1'</th></tr><tr><th colspan="2">%Below Typical</th></tr><tr><th>On Entry</th><th>Window 1</th></tr><tr><td>100%</td><td>80%</td></tr></table> <p>NCB evaluation: Positive impacts on children with marked increases in the frequency with which children read, engaged with environmental print and mark making, and sang songs and rhymes; • Findings included some positive outcomes for children with SEND, EAL and two-year olds; • Parents were more confident and knowledgeable in how they could support their child's literacy; . Parents said their child was much more interested in books, stories and reading, and got more involved and excited about acting out parts of the story. Parents also said that their children were talking, using environmental print and mark making more. Parent</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%	1 and 3
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	Practitioners commented on parental confidence, saying that they seemed both more knowledgeable and confident in their own ability to support their children’s reading. Parents themselves reported similar impacts, stating that they had increased creativity and confidence in developing an activity since being involved in Making it REAL.																	
Project and Rationale	Evidence that supports this approach	Challenges Addressed																
<p>Aim Children’s speed of recall and ability to manipulate tables for the purpose of mental arithmetic to improve</p> <p>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”</p> <p>Activity Targeted “facts, fluency and manipulation” sessions across Upper Key Stage 2 . Targeted interventions delivered to children by class teacher. Supply teacher for a day to release staff.</p> <p>Cost £2760 per term (based on 12 week term)</p>	<p>The Education Endowment Foundation (EEF) made 8 recommendations to improve Mathematics outcomes in Key Stage 2 and 3.</p> <p>Recommendation 7 suggests using “structured intervention to provide additional support.”</p> <div><p>Small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF – small group tuition)</p></div>	2																
Project and Rationale	Evidence that supports this approach	Challenges Addressed																
<p>Aim Increase percentage of Jersey Premium Pupils developing or secure in year group expectations prior to transitioning into Key Stage 2</p> <p>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.</p> <p>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</p> <p>Cost £11232</p>	<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> <div><p>Small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome</p></div>		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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	barriers to learning and increase their access to the curriculum. (EEF – small group tuition)	
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim Increase percentage of Jersey Premium Pupils achieving secure or secure plus in writing across Key Stage 2.</p> <p>Rationale Data from July 2021 shows that the gaps in percentage of children attaining secure in writing is significant</p> <p>Activity Specialist drama/writing teacher to work with small groups 1 day a week across key stage 2 to target children who need an extra boost in order to meet ARE</p> <p>Cost £2760 per term (based on 12 week term)</p>	<p>Teachers, through our own internal review identified that subject specialism is good for Primary Schools. It ensures teachers make in-depth research on the subject matter, and this improved their subject knowledge, whilst ensuring that children always have the highest quality first wave teaching.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF – small group tuition)</p>	2
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim Increase percentage of Jersey Premium Pupils achieving ARE in maths across key stage 1 and lower key stage 2.</p> <p>Rationale Data from 21/22 shows that in Year 2 67% of JP children achieved developing or above, compared to 100% of non JP children. Reception data also showed that non JP children underperformed compared to peers (67% of non JP children achieved their Number goal compared to 63% of JP children). This data carries up into key stage 1.</p> <p>Activity Numbers Count teacher being trained and employed 3 days a week. Training will take just under a year, and whilst training she must work 1:1 with children, but once accredited she can work with small groups if applicable.</p> <p>Cost £9000</p>	<p>Over 55,000 children in Years 1 to 11 have been supported by Numbers Count in 2,500 schools</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 17.5 months in only 4 months – over 4 times the expected progress - and kept pace with their peers afterwards. • Class teachers said that 96% of children were more confident and interested in learning mathematics after 74% of pupils went on to achieve national expectations at the end of Key Stage 1 and 2, despite not being originally predicted to do so. <p>“Where programmes such as ECC and Numbers Count were used effectively, pupils overcame their misconceptions and the school used information about its pupil’s misconceptions to adapt teaching for subsequent cohorts” Mathematics: Made to Measure, Ofsted, 2012</p>	2

Wider Strategies

Project and Rationale	Evidence that supports this approach	Challenges Addressed																
<p>Aim To promote speaking and listening opportunities To reduce punctuality issues and improve attendance figures</p> <p>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.</p> <p>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.</p> <p>Cost £4000</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.</p> <p>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>The Sutton Trust have identified that targeted support through a Breakfast Club Provision can have positives benefits on children’s outcomes.</p>	1 and 4																
Project and Rationale	Evidence that supports this approach	Challenges Addressed																
<p>Aim To increase children’s engagement in maths outside of the school building and promote mathematical conversation</p> <p>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.</p> <p>Activity Purchase the Whole School Monster Pack of Propeller maths boards to develop maths activity and conversation at home and in school. Develop mastery approach to fluency skills across the school.</p> <p>Cost £995 + £68 delivery</p>	<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> <p>Mastery Learning – EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</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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Project and Rationale	Evidence that supports this approach	Challenges Addressed																
<p>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</p> <p>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.</p> <p>Activity Year 5 to partake in the John Muir Award through Absolute Adventure Year 3+4 to have forest School Year 5+6 Residential</p> <p>Cost £3000</p>	<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>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	Evidence that supports this approach	Challenges Addressed																

<p>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</p> <p>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</p> <p>Activity Renewal of the Inspire Education Package</p> <p>Cost £762</p>	<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>2</p>
<p>Project and Rationale</p>	<p>Evidence that supports this approach</p>	<p>Challenges Addressed</p>
<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 aspirational 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>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.</p>	<p>1 and 2</p>
<p>Project and Rationale</p>	<p>Evidence that supports this approach</p>	<p>Challenges Addressed</p>
<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>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>4 and 5</p>
<p>Project and Rationale</p>	<p>Evidence that supports this approach</p>	<p>Challenges Addressed</p>

<p>Aim To broaden experiences and skills beyond core academics.</p> <p>Rationale Some children do not have access to wider curriculum activities outside of school, so we want to ensure all children get a wide range of opportunities.</p> <p>Activity Musical instrument 10-week teaching project in Years 3, 4 and 5 Ends with a concert for parents to develop further parental engagement and relationships.</p> <p>Cost- £2217</p>	<p>As a school we recognise the need to draw on the skill base of the <i>Jersey Music Service</i> 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 school The 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>3 and 4</p>
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim To continue to resource the Class Based Libraries with texts that inspire the children.</p> <p>Rationale Some children do not have access to a wide range of books at home, or visits to the public library. Evidence tells us that using texts and reading widely has a huge impact on academic achievement. If children choose the books that they want they will be more likely to read and enjoy them.</p> <p>Activity Children to go out to physically choose the books from the book shop. They will then be shared with others for the class/key stage library. Each class will invite parents in for a time for the children to share their new books with them.</p> <p>Cost- £2910.42</p>	<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. As a result, annually children eligible for JP funding visit Waterstones with their peers to select new literature to further resource the libraries.</p>	<p>2, 3 and 4</p>
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim To increase parental engagement in learning and in wider school life.</p> <p>Rationale Parents will promote learning at home if they know what is going on in school. With increased communication they will become more involved in learning, feel comfortable to come into school and engage with staff. Seesaw also has a translate function to enable MLL parents to communicate more easily with staff and vice versa.</p> <p>Activity School to sign up to Seesaw learning platform. Children will have home learning codes, and family log ins so that parents can see updates to learning etc. Staff to use it to communicate with parents, share learning, and also as part of teaching the curriculum.</p> <p>Cost- £3000</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF – Parental Engagement</p>	<p>3</p>
Project and Rationale	Evidence that supports this approach	Challenges Addressed
<p>Aim To engage, enhance and enable learning for all learners</p> <p>Rationale We live in a digital world and use of apps etc can enhance learning, whilst also making it more accessible for some learners using voice recording, dictations tools and word processing as just a few examples. Having more iPads available for teachers to use within the classroom or with small groups opens up more learning opportunities.</p> <p>Activity</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1674165921</p>	<p>2, 3, 4</p>

Purchase iPads and headphones to build up class sets between two classes. Cost £5100		
Project and Rationale	Evidence that supports this approach	Challenges Addressed
Aim To develop key skills so that young people can engage positively with conflict. Rationale Developing these skills develops the whole child, equips our children well for secondary school and life beyond. Cost £3750	The Resolution Centre states "Peer Mediation develops social skills that help make communication healthier and empowers young people to create positive changes in the lives of their peers. Peer Mediators tell us they use their skills with families and friends outside of school...It can have incredible ripple effects – in their lives, in their communities and in our society.	4
Project and Rationale	Evidence that supports this approach	Challenges Addressed
Aim To develop staff CPD and wellbeing. Rationale Developing CPD and ensuring high wellbeing means teachers are enthusiastic and suitably skilled. This then directly impacts learning and pupil motivation. Cost; Coaching Walk-thru £1340, Subject subscriptions £500	<i>"Providing teachers with a right to high-quality training and development would boost pupil attainment"</i> Education Policy Institute report Apr 2021). EPI report Research tells us that coaching can improve learning, progress and results, but also staff well being, motivation, openness and relationships, all of which in turn benefit pupils. (https://www.focus-education.co.uk/blog/impact-of-coaching-in-education)	2 and 4

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

[Review of Outcomes in the previous academic year](#)

This details the impact that our Jersey Premium activity had on pupils in the 2021-2022 academic year.

Our internal assessment data during 2021-2022 suggested that performance of disadvantaged pupils was higher than the previous year. The attainment gap has also narrowed between our Jersey premium students and whole school comparison since last year. By the end of Key Stage 2 the attainment gap between Jersey Premium children and non-Jersey Premium children in our school is smaller than the Island average.

	2020			2021			2022		
	Maths overall	Writing overall	Reading overall	Maths overall	Writing overall	Reading overall	Maths overall	Writing overall	Reading overall
% of JP children achieving ARE	37%	35.1%	49.9%	24.3%	25.4%	43.95%	44%	34%	43%
% whole school average achieving ARE	39.4%	35.1%	50.5%	41.7%	32.1%	46.8%	52%	34%	49.5%
Variance	2.4%	0	1%	17.4%	6.7%	2.855%	8%	0%	6.5%

Current data below showing % of children with no SEN achieving developing or secure:

Area of learning	% of JP children developing or secure
Reading	91%
Writing	91%
Maths	76%

Our strategy so far has seen the percentage of children achieving the Communication and Language Early Learning Goal rising to 81% which is just 1% below the Island average. Our Foundation Stage data shows that many of our children begin Foundation Stage below age related expectations, and although they close the gap as they develop through Foundation Stage, we remain below the Island average in key areas of literacy and maths. This will remain a key focus for us going forwards to consistently narrow this gap early so that it does not prevail as the children move up the school, and this is where parts of our strategy will remain the same as initiatives embed into school life. We also hope that initiatives that have only recently started, to involve parents and the community more, and developing greater opportunity for conversations and discussions, will show increased engagement and attainment in the children over time.

The wider experiences that we offer have had a positive impact on the children and is something we hope to build on further, with more specialist teaching, trips and visits. Children have told us that the John Muir award, which is 100% funded for all of the children through Jersey Premium, meant "I did things that I have never done before", with comments such as "I learnt more about myself – I didn't think I could do it" and "I felt really proud of myself. I want to do that again!". Children have enjoyed learning a musical instrument, and as a direct result one child has now continued music lessons independently. Staff have reported how they have seen children grow in confidence, and how doing collective activities have been great ways to bring the class together and develop relationships further.

Children's fitness continues to improve continue in key areas of physical literacy as measured by Jersey Sport, and children benefit from the teaching of a specialised coach. The children report increased confidence in themselves and after school sports clubs are very popular. We currently have after school sports clubs on 4 days of the week with Jersey Premium children making up between a third and a half of the children on different days. Below is the progress made on average across Key Stage 2 in the 8 areas:

Aerobic	Anaerobic
+3.72	-1.4
Agility	Balance
-0.8	+7.42
Co-ordination	Flexibility
+3.24	+2.75
Strength	Power
+1.8	0

Parental engagement is still a key focus for us and will continue to be a part of our strategy. Unfortunately, Covid restrictions and staffing limitations at different times during the year have limited activities that had been planned. For example, following music tuition we had hoped the children could perform for their parents but restrictions meant that we couldn't. However, parents and children in the Foundation Stage responded well to the REAL events that were held, and attendance was good. Towards the end of the year we also purchased Seesaw, and early indications of parental engagement with it is positive, with 98% of families connected and using it.

Further Information

Although we have continued to make gains, we know as a school that we need to continue that drive forwards, and next years strategy reflects this as we have evaluated what has worked and what needs more time to embed itself to see the improvements. We have also considered why some activities have not had the degree of impact expected. A large part of this has been the ongoing impact of Covid 19 that saw staffing levels stretched throughout the year, but particularly in the summer term, which led to disrupted interventions etc. There have also still been large numbers of children missing chunks of learning due to isolation. With these ongoing needs it has also meant that to operate to the best of our ability we have had to divert staff to support high social, emotional and mental health needs. This again impacted our ability to deliver consistent, high-quality interventions.

