

Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our pupils eligible for funding.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School overview

Detail	Data
School name	Grands Vaux
Number of pupils in school	142
Proportion (%) of Jersey Premium eligible pupils	54%
Academic year/years that our current Jersey Premium strategy plan covers	2023-2025
Date this statement was published	Jan 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Maria McCool -Headteacher
Jersey Premium lead	Sam Tanner – Deputy Head

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£108,000
Total budget for this academic year	£108,000

Part A: Jersey Premium strategy plan - Statement of intent

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 key objectives for Jersey Premium funding:**

- ✓ 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

High quality teaching is at the heart of what we do. Evidence shows that this is what will have the biggest impact on learning and school life, and therefore help to close the disadvantage attainment gap. With a focus on support being given where it is most needed, we enable all children to succeed. Importantly this approach means that **all** children in our school benefit, whether they are classed as disadvantaged or not. As a school we are a community, and all treated the same.

Our Jersey Premium strategy will reflect these objectives. We have thought broadly to incorporate targeted teaching, staff CPD, resources to enhance learning, and wider experiences to inspire, motivate and contribute to the development of the whole child rather than a purely academic focus. As a school we believe that this is important. Children need to know what opportunities are out there, they need to dream big and be inspired. We believe that this will have a huge impact on our children though it may not be measurable right now; the payoff for these experiences may be beyond their primary school years.

Whilst developing this strategy we have also considered the needs of the whole school, and our school development plan. There are close links between the two to ensure a cohesive approach for maximum impact. This enables all staff to be aware of initiatives and needs, focussed and targeted CPD to be offered, and the continual drive for improvement. It also allows our approach to be responsive to the whole school needs and to the more focussed needs of our Jersey Premium children. We will continually use assessment to enable us to ensure all pupils excel, rather than use assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of Communication and Language on entry to school. This can impact many areas of learning, including the ability to hear sounds (phonics) which then impacts early reading and writing. The ability to read confidently is hugely important, and has far reaching positive impacts academically (https://files.eric.ed.gov/fulltext/ED496343.pdf and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf) Where this gap is not closed it can have a detrimental impact throughout schooling. High reading levels go beyond primary school; at Grands Vaux we consider the whole child, and research tells us “ <i>Reading ability is predictive of the likelihood of unemployment, type of occupation and salary level (Caspi et al., 1998; Bynner and Parsons, 2006; McIntosh and Vignoles, 2001). Basic literacy skills are a major concern for recruiters, with 85% of employers reporting that basic literacy should be the top priority for primary schools (CBI, 2014).</i> ” https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf
2	Continue to improve numbers of disadvantaged children reaching secure and secure plus in Maths, English and Reading, through specific interventions to help to close the gap.
3	Engagement of some families in their child’s learning journey and their engagement with the school can be poor. Research shows that parental involvement has a direct impact on learning. parental-involvement-is-key-to-student-success-research-shows
4	Some children have a narrow range of wider world experience. This can impact the wider knowledge on which to draw upon in academic learning, along with drive, motivation and aspirations. It can also impact on how children treat each other, their self-efficacy and their ability to be positive members of their wider community.
5	The Jersey Children and Young People’s Survey indicates that there are needs in physical activity and wellbeing levels.
6	Staffing – CPD to continue development of quality first teaching, and ensure staff are suitably skilled to support all children.
7	A very small minority of children can present with heightened presentations when dysregulated. School supports these children in a bespoke manner understanding their individual additional needs which does include social, emotional and mental health, autism, ADHD and undiagnosed needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Speech and Language is no longer a barrier to learning on exiting the Foundation Stage	Communication and Language, Comprehension, Word Reading and Writing levels to improve, moving closer to the Island Average by the end of Foundation Stage.
Increase the percentage of pupils eligible for JP achieving ARE in reading and writing across the school, this in turn will impact all academic areas and children's self-confidence.	A higher percentage of Jersey Premium children reaching age related expectations across year groups in reading and writing. Benchmark levels to be consistent with ARE, so by end of Year 1 children should attain level 16, and by the end of Year 2 they should attain level 22. End of key stage data for reading and writing will show levels of ARE.
Percentage of pupils achieving expected standards in reading by the end of Year 1 will increase, through the implementation of Essential Letters and Sounds	All pupils eligible for JP without complicating factors achieve ARE for reading in Year 1. To increase the attainment for those children with a number of vulnerability factors.
Increase the percentage of pupils eligible for JP achieving ARE in Maths across the school.	Data to show an increase in JP children achieving ARE at end of Key Stage data.
Schools wider curriculum exposes children to a wide range of experiences.	Data from pupil voice, parental questionnaires and teacher observations.
Increased parental engagement in all Grands Vaux Pupils' learning	80%+ attendance at parental events. Increased engagement in learning with children in the home setting. Data from seesaw use, pupil voice and teacher observation

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 (Year groups tested by Jersey Sport) to show improvements across the 8 areas of physical literacy. Pupils engage with physical activities beyond PE lessons, taking up after school clubs at school and in the wider community.
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Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing phonics teaching with Essential Letters and Sounds programme – to include staff training, high quality resources, books etc. This will ensure stronger phonics teaching for all.</p> <p>Purchase high quality reading books for children linked to their phonic learning and text drivers.</p> <p>Raise awareness of the importance of oracy across all learning, working with Voice 21. Ensure best use is made of paired/group talk within the classroom to support pupils to articulate key ideas, consolidate learning and broaden vocabulary.</p>	<p>EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF – Improving literacy in key stage 1</p>	1, 6

Physical Literacy trained coaches to deliver 2 hours of top-quality PE coaching across Reception through to Year 6.	<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.” The most significant window opportunity for children to develop their physical literacy is between the ages of 0 and 7 years old.</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. Research also tells us that physical health is important for good mental health “Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.” (DfE UK) Dfe publication</p>	5, 7
<p>Specialist Music teacher to deliver 30 mins of high-quality music lessons weekly from Foundation Stage to Year 6</p> <p>Musical instrument 10 week teaching project in Years 3, 4 and 5. Some children do not have access to wider curriculum activities outside of school so we want to ensure all children get a range of opportunities.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.” – EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?</p> <p>“Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.”</p> <p>HM Government – The Power of Music to change lives Power of Music</p> <p>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 several adults are actively taking part and supporting the session</p>	4, 7
<p>Release time for subject leaders to ensure high quality curriculum, planning and wider experiences.</p> <p>Cover for staff to engage in key CPD identified by themselves and/or subject leaders to support quality first teaching.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.” – EEF</p> <p>“Providing teachers with a right to high-quality training and development would boost pupil attainment” Education Policy Institute report Apr 2021). EPI report</p> <p>Research also tells us that “the quality of teaching has a disproportionate impact on disadvantaged pupils” (Research School https://marcrowland.files.wordpress.com/2018/04/hampshire-report8.pdf)</p>	1,2, 4, 6, 7

Develop in house coaching programme to support staff CPD, wellbeing and quality first teaching.	<p><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</p> <p>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)</p> <p>John Hattie research - Index of teaching and learning strategies</p> <p>https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf</p> <p>https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p>	1, 2, 6, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
BR@P - Reading has been a high priority on our SDP. Progress has been made in the percentage of children securing ARE however it remains a priority.	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	1
Now Press Play – boost reluctant writers, motivate and inspire through different experiences to improve quality of writing.	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.	1, 2

<p>An LSA employed on zero-hour contract to increase the volume of, and regularity of reading on a 1:1 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.</p>	<p>Rob Webster suggests “Primary and secondary-aged pupils do tend to make progress in literacy and numeracy catch-up programmes delivered by TAs, often away from the classroom, when TAs are properly trained and supported to do so.”</p> <p>The TA hired on a zero-hour basis is trained in benchmark assessments and the basics of reading with children.</p> <p>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.</p>	<p>1, 2</p>
<p>Reading Response sessions for 4 children every ten weeks every afternoon with fully trained LSA.</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</p> <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 	<p>1, 2</p>
<p>Implement HfL Reading Fluency Project across the school.</p>	<p><i>On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months. In 2018, SATs data was collected for 292 project pupils. 74% of these pupils achieved 98+ scaled score in the 2018 SATs reading test – all of these pupils were judged as being ‘not on track’ at the start of the project; 60% of these pupils achieved the Expected Standard (this equates to 175 pupils); 5% of this cohort achieved the Greater Depth Standard. - Herts for learning</i></p>	<p>2</p>
<p>REAL activities undertaken in school in small groups with parental involvement and activity bags provided to continue with at home.</p>	<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;</p> <p>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</p>	<p>1, 2, 3</p>

	children were talking, using environmental print and mark making more. Parent 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.	
Targeted tailored small group intervention with teacher to improve reading, writing, maths attainment across Key Stage 1 and 2. Supply teacher to release staff. This should increase the percentage of Jersey Premium pupils achieving secure or secure plus in key curriculum areas at the end of Key Stage 1 and Key Stage 2.	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)	1, 2
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. Class teachers share starting data to ensure clear targets are set and worked towards.	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment."</i> – EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?</p> <p>Pupil Voice early indications are that children enjoy and value this time <i>"It is nice to work in different ways – I like that it is based on drama". "Doing some of the things with Mr Jones [that I wasn't sure of] meant that I could be sure of what I am doing in class and not worrying that I will get it wrong."</i></p>	1, 2, 4
Numbers Count teacher trained and employed 3 days a week to deliver maths intervention. 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. This intervention should	<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. 	2

increase the percentage of Jersey Premium Pupils achieving ARE in maths across key stage 1 and lower key stage 2.	“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	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club places supported for JP pupils experiencing attendance issues, or to promote speaking and learning opportunities and reduce punctuality issues.	<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 and concentration.</p>	1, 7

<p>Wider learning opportunities including visits into school, and trips out. This enhances the learning experience, broadens horizons and depth of learning experience. It provides children with a wider bank of knowledge on which to draw from in learning.</p> <p>John Muir award</p> <p>Forest School</p> <p>Residential subsidies</p>	<p>This will be the fourth 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>Broader experiences have also shown us, from our own observations, that children develop key social skills of teamwork and collaboration and they can improve relationships, which brings with it a positive impact in the classroom and with learning. This is backed up by research from the Learning Away Consortium https://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf</p> <p>John Hattie – importance of relationships between teachers and students.</p>	1, 2, 4, 5, 7
<p>Inspire Education Package – ensure children are hooked into and immersed with their learning, and improve end of year reading and writing attainment.</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>	2
<p>Provide opportunity to Jersey Premium children to undertake a holiday club. School holidays can be difficult times, resulting in 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>Evidence suggests that attending holiday clubs can have a positive impact on children's attainment, health and wellbeing. (Gov.uk)</p> <p>Holiday clubs provide far more benefits beyond just providing food, study revealed https://www.northumbria.ac.uk/about-us/news-events/news/2018/05/holiday-clubs-research/</p>	4, 5, 7
<p>OPAL play scheme – this will complement the Peer mediation started last year. It will support the school to challenge and consider how play is thought about, planned for, resourced and staff. Staff will be trained in playworker principles to help maximise the play provision. New</p>	<p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <p>Research shows that children's mental and physical health is getting worse and that great play can make it better (OPAL). As a school we believe that this will have wider reaching effects both for children and staff. A good playtime has a positive effect on learning. Playtime can be a time of conflict for children, so focused play, development of the</p>	4, 5, 7

equipment and resources will act as a stimulus for pupils to play, explore and learn.	playground using professional guidance as well as Pupil Voice should help this, again both for staff and children.	
Promote parental engagement with school and learning at home through family fun days, welcome events in school, show and tell afternoons and Seesaw.	<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. EEF – Parental Engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p>	3

Total budgeted cost: £110,500

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This strategy is a 2 year strategy, so this review is one year into the strategy and details the impact that our Jersey Premium activity had on pupils in the 2022 to 2023 academic year

Intended Outcome	Success Criteria	Review December 2023
Speech and Language is no longer a barrier to learning on exiting the Foundation Stage	Communication and Language, Comprehension, Word Reading and Writing levels to improve, moving closer to the Island Average by the end of Foundation Stage.	<p>WellComm has been delivered by a trained practitioner across Foundation Stage. Consistency of delivery has at times been impacted due to staffing issues either through absence or presentations of children who have needed support.</p> <p>Foundation stage, along with the whole of the school, have also benefitted from the school's involvement with Voice 21 and the Oracy Project. Speech and Language feature heavily across the school and this has directly impacted the children.</p> <p>The introduction of Forest School for all of the school, including Foundation Stage has also had huge beneficial impact, giving children increased opportunities for speaking and listening in different environments.</p> <p>Comprehension, Word Reading and Writing levels have all improved, and are closer to the Island Average by the end of Foundation Stage.</p> <p>In Nursery 77% of children were at age related expectations for speaking and 62% were at age related for listening, attention and understanding.</p> <p>In Reception this was 92% for speaking and 85% for listening, which was an improvement on the previous year. This sets the children up well for entry into Key Stage 1.</p>

<p>Increase the percentage of pupils eligible for JP achieving ARE in reading and writing across the school, this in turn will impact all academic areas and children's self-confidence.</p>	<p>A higher percentage of Jersey Premium children reaching age related expectations across year groups in reading and writing. Benchmark levels to be consistent with ARE, so by end of Year 1 children should attain level 16, and by the end of Year 2 they should attain level 22. End of key stage data for reading and writing will show good levels of ARE.</p>	<p>49% of JP pupils achieved Secure in reading, an increase on last year. 41% of JP pupils achieved Secure in writing which was a considerable increase on last year. Reading benchmark levels are showing improvements, however more is still to be done. Parental involvement and targeted interventions are key to this. Reading is to be a whole school focus 2023-24 so we should see even more significant impact on this data in the next review. The impact of the new phonic scheme (ELS) which has been introduced this year will also impact this data over the course of the 2 year JP strategy. End of Key Stage data at the end of 2023 shows that % of children achieving ARE have improved significantly.</p>
<p>Percentage of pupils achieving expected standards in reading by the end of Year 1 will increase, through the implementation of Essential Letters and Sounds</p>	<p>All pupils eligible for JP without complicating factors achieve ARE for reading in Year 1. To increase the attainment for those children with a number of vulnerability factors.</p>	<p>The new phonic scheme (Essential Letters and Sounds) has now been introduced across Foundation Stage and into Key Stage 1. All staff have been trained on its implementation. Books have also been purchased to complement the scheme and are used within school. To see the benefit of this scheme we need time, as the current children leaving year 1 have not had the start of the programme. Early evidence is showing that children are responding well, with some making very rapid progress. The view is to increase training for staff on specific phonic interventions to accelerate learning for those children who have not benefitted from its introduction in Foundation Stage. Results from foundation stage are very positive which will set children up well for achieving at the end of Year 1.</p>
<p>Schools wider curriculum exposes children to a wide range of experiences.</p>	<p>Data from pupil voice, parental questionnaires and teacher observations.</p>	<p>Children have had access to a number of wider experiences, with a plethora of trips, visitors (including theatre shows, science shows, musicians, and dancers). We have also run a summer school and engaged OPAL to broaden and develop the play and outdoor experience for our children.</p>

		<p>Parental questionnaires have been very positive around the wider curriculum areas that children benefit from</p> <p>"my child loves forest school. They come home and talk about it and it has enabled them to succeed"</p> <p>"I am very excited by the schools plans for the playground and playtimes"</p> <p>"***** left summer school and said "this was definitely the best day of my life"</p> <p>"They have loved the diverse activities and doing things we wouldn't be able to afford"</p> <p>Pupil surveys</p> <p>"I've had so much fun. I have tried lots of new things."</p> <p>"I've never been here before but it looks awesome."</p> <p>"I love the new playtimes – I'm not bored anymore"</p> <p>"I've enjoyed all the trips this year, we have had so many. My favourite was Beach Day"</p> <p>Staff have voiced that behaviour has improved as a result of OPAL work at playtime, and peer mediation work.</p>
Increased parental engagement in all Grands Vaux Pupils' learning	<p>80%+ attendance at parental events.</p> <p>Increased engagement in learning with children in the home setting.</p> <p>Data from seesaw use, pupil voice and teacher observation</p>	<p>Parental engagement can still be low at times – we have not had as positive a turn out for parents evenings or meet the teacher events as we had hoped. It is something that we continue to strive to improve.</p> <p>The vast majority of families are connected on seesaw and engage with their children's learning that way.</p>

		We have had much better success in parental engagement with whole school events at the end of the school day where children can share their work in the hall, or in class presentations that parents are invited to. This is something to be built upon next year.
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 (Year groups tested by Jersey Sport) to show improvements across the 8 areas of physical literacy. Pupils engage with physical activities beyond PE lessons, taking up after school clubs at school and in the wider community.	Data shows positive impact over the year groups. We now also have well attended after school clubs for netball, multi sports, football and dodge ball. We also have a school football team that represented us over the year.

Further information (optional)

Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils eligible for Jersey Premium funding but not dependent on Jersey Premium funding.

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](https://www.jersey.gov.je/jersey-premium)