# 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 | 114 |
| Proportion (%) of Jersey Premium eligible pupils | 51% |
| Academic year/years that our current Jersey Premium strategy plan covers | 2026-2027 |
| Date this statement was published | Jan 2026 |
| Date on which it will be reviewed | Jan 2027 |
| Statement authorised by | Maria McCool -Headteacher |
| Jersey Premium lead | Sam Noel – Deputy Head |

## Funding overview

| Detail | Amount |
|---|---|
| Jersey Premium funding allocation this academic year | £98,000 |
| **Total budget for this academic year** | £98,000 |

# 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. We embody our values of Respect, Determination and Equality. 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.

- **<u>Our</u> 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 and close any achievement gap.
- ✓ 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 "*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).*" *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 | Staffing – CPD to continue development of quality first teaching, and ensure staff are suitably skilled to support all children. |
| 6 | 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 continue to improve, remaining in line with, or above, 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 high 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 15, and by the end of Year 2 they should attain level 21. End of key stage data for reading and writing will show levels of ARE in line with Island average. |
| 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 several vulnerability factors.<br>Children will reach their expected phonic phase levels at the correct age and stage – this in turn will impact positively on reading and writing. |
| 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.<br>Increased engagement in learning with children in the home setting.<br>Data from seesaw use, pupil voice and teacher observation |

## 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: £40,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 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.<br><br>Continue to ensure good range of reading books, replace damaged or lost books so that children always have books to take home. | EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>EEF – Improving literacy in key stage 1 | 1, 6 |
| Continue to raise awareness of the importance of oracy across all learning. Ensure best use is made of paired/group talk within the classroom to support pupils to articulate key ideas, consolidate learning and broaden vocabulary. | Why Oracy Matters - Voice 21 - significant findings on progress made and impact in EEF review of oral language interventions Oral language interventions \| EEF<br><br>The transformative power of oracy - ORACY CAMBRIDGE | |

| | | |
|---|---|---|
| Physical Literacy trained coaches to deliver 2 hours of top-quality PE coaching across Reception through to Year 6. | 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*.<br><br>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.<br><br>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* | 4, 5 and 6 |
| 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.<br><br>Cost towards instruments for pilot drumming project supported by CAMHS<br><br>Music curriculum | *"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?*<br><br>*"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."*<br>*HM Government – The Power of Music to change lives Power of Music*<br><br>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<br><br>*Research summarised in Drumming as a Therapeutic Tool (2025) highlights reductions in anxiety, depression and oppositional behaviour through rhythmic entrainment, as well as decreased cortisol (the stress hormone), supporting calmer emotional states for learning.*<br>*Drumming-as-a-Therapeutic-Tool.pdf* | 4, 5 |
| Release time for subject leaders to ensure high quality curriculum, planning and wider experiences. | *"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment." – EEF* | 1,2, 4, 5, 6 |

| | | |
|---|---|---|
| Cover for staff to engage in key CPD identified by themselves and/or subject leaders to support quality first teaching. This may include coaching, team teaching, observations etc | *"Providing teachers with a right to high-quality training and development would boost pupil attainment"* Education Policy Institute report Apr 2021). EPI report<br><br>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) | |
| Termly assessment papers used to clearly understand progress, gaps and attainment as a constant driver for improvement. | Termly assessments are a small part of the learning at Grands Vaux but does provide meaningful data for staff. It helps to assess what children have learnt and retained, where gaps are, and provides standardised data enabling us to compare with a much bigger picture as we strive to give our children the best we can. It also enables us to share tangible data with parents as to how their children are performing academically.<br><br>A study by Lauer, et al. (2006) found that assessments aligned with curriculum standards can improve the overall effectiveness of instructional programs.<br><br>According to a study by Lissitz and Samuelsen (2007), summative assessment data can play a key role in educational decision-making, guiding both individual student support and school-wide improvements.<br><br>Black & Wiliam (1998) in their review of formative and summative assessments argued that when used correctly, summative assessments can act as important indicators of learning achievement, contributing to understanding overall educational progress. | 2, 3 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,000

| 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 |
| 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. | 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**."<br>The TA hired on a zero-hour basis is trained in benchmark assessments and the basics of reading with children.<br>To improve reading with younger children the Education Endowment Fund suggests "*using a balanced and engaging approach to developing reading*." 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. | 1, 2 |
| Reading Response sessions for 4 children every ten weeks every afternoon with fully trained LSA. | Reading response is a TA led intervention which is designed to support Year 2 pupils who are just below Age Related Expectations for reading<br>Data from Reading Response suggests:<br>• 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).<br>• 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 | 1, 2 |

| | | |
|---|---|---|
| Implement HfL Reading Fluency Project across the school. | *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* | 2 |
| REAL activities undertaken in school in small groups with parental involvement and activity bags provided to continue with at home. | 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;<br><br>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 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. | 1, 2, 3 |
| 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 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,500

| 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. | Extending School Time (according to the Education Endowment Foundation) has an impact for moderate cost.<br><br>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.<br><br>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.<br><br>https://educationendowmentfoundation.org.uk/<br><br>The Sutton Trust have identified that targeted support through a Breakfast Club Provision can have positives benefits on children's outcomes and concentration. | 1, 7 |
| To offer enrichment activities after school that are available to all. | "Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years." DfE (2012) The Impact of Pupil Behaviour and Wellbeing on Educational Outcome<br><br>Non-cognitive_skills_literature_review_1.pdf EEF Paper | 1, 2, 4, 5, 7 |
| 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 | 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 | 1, 2, 4, 5, 7 |

| | | |
|---|---|---|
| wider bank of knowledge on which to draw from in learning. | John Hattie – importance of relationships between teachers and students. | |
| 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. | Evidence suggests that attending holiday clubs can have a positive impact on children's attainment, health and wellbeing. (Gov.uk)<br><br>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/ | 4, 5, 7 |
| OPAL play scheme and Peer mediation. It will support the school to challenge and consider how play is thought about, planned for, resourced and staff. Resources need to be considered and replenished regularly to act as a stimulus for pupils to play, explore and learn. | https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf<br><br>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 playground using professional guidance as well as Pupil Voice should help this, again both for staff and children. | 4, 5, 7 |
| Promote parental engagement with school and learning at home through family fun days, welcome events in school, show and tell afternoons and Seesaw. | 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<br>*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* | 3 |

# Part B: Review of outcomes in the previous academic year

## Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2024 to 2025 academic year.

| Intended Outcome | Success Criteria | Review January 2026 |
|---|---|---|
| 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 continue to improve, remaining in line with, or above, the Island Average by the end of Foundation Stage. | WellComm has been delivered by a trained practitioner across Foundation Stage. Parents have also been invited into Foundation Stage to attend different stay and do activities where conversations are modelled and developed.<br><br>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.<br><br>At the end of Nursery, children showed considerable progress. On entry:<br>**Listening, attention and Understanding** 60% of children were at age related expectations. This rose to **100%** at the end of nursery. The Island average was 85%.<br>**Speaking** was 60% rising to **100%** (Island average 80%).<br><br>In Reception there was a similar pattern. On entry 25% of children were assessed as within age related expectations in all Prime Areas. This rose to **73%** by the end of Reception. Breaking it down further we built on last year to make more progress:<br><br>Listening, attention and understanding by the end of the year had **91%** of children achieving age related expectations(Island |

<table>
<tr>
<td></td>
<td></td>
<td>Average IA 88%, and speaking 82% (IA 89%). This had been 75% and 67% respectively on entry.<br><br>Phonics data – Phonics tracker has allowed us to specifically target children to try to ensure that nobody falls too far behind. We have also invested heavily in books linked to the phonic scheme so that all children can take these books home in addition to a levelled reading book. This has had a direct impact on confidence and reading. By the end of Reception 24/25 64% of children have reached their Early Learning Goal for word reading; this is a significant improvement on last year.</td>
</tr>
<tr>
<td>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.</td>
<td>A high 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 15, and by the end of Year 2 they should attain level 21. End of key stage data for reading and writing will show levels of ARE in line with Island average.</td>
<td><u>Reading</u>: Across the school we have further closed the gap. In Summer 2025:<br><br>55% of children eligible for Jersey Premium reached secure in Reading, this was an increase of 6% from last year (and an increase over the last 4 years), demonstrating that we are continuing to close the gap<br><br>
<table>
<tr><th>Year Group</th><th>% on expected benchmark Summer 25</th><th>% on expected benchmark Summer 24</th><th>% on expected benchmark Summer 23</th></tr>
<tr><td>1</td><td>33%</td><td>29%</td><td>23%</td></tr>
<tr><td>2</td><td>35%</td><td>32%</td><td>55%</td></tr>
<tr><td>3</td><td>45%</td><td>50%</td><td>47%</td></tr>
<tr><td>4</td><td>72%</td><td>26%</td><td>32%</td></tr>
<tr><td>5</td><td>37%</td><td>35%</td><td></td></tr>
<tr><td>6</td><td>70%</td><td>55%</td><td></td></tr>
</table>
<br><u>Writing:</u> Across the school we have further closed the gap. In Summer 2025:<br><br>47% of children eligible for Jersey Premium reached secure in writing, this was an increase of 10% from last year (and an</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td></td>
<td>increase over the last 4 years), demonstrating that we are continuing to close the gap.<br><br>Data also shows us that the JP strategy is having an impact overall across the school for all children. End of key stage data for Year 2 has 71% of children as secure, higher than the Island average of 65%. At the end of key stage 2, the school average is 70% of children are secure, in line with the Island average of 73%. When we look back at our starting point in Foundation Stage on entry this reflects our positive Jersey Premium strategy and hard work.<br><br>In Writing there is a similar picture. End of key stage data for Year 2 has 53% of children as secure, inline with the Island average of 51%. At the end of key stage 2, the school average is 61% of children are secure, in line with the Island average of 61%.<br><br>In SATS we also outperformed the Island average – Reading 70% (IA 69%), GPS – 70% (IA 61%) and Maths 65% (IA 58%). Given our high percentage of Jersey Premium across the school -58% all of our children benefit from our strategy.<br><br>By the end of Year 6 we have significantly closed the gap and have performed better than the Island average at closing the gap<br><br>
<table>
<tr><th colspan="4">% School - Achieving 6S and above</th></tr>
<tr><th>AcademicYear</th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr>
<tr><td>⊟ 2024/2025</td><td></td><td></td><td></td></tr>
<tr><td>JP</td><td>64%</td><td>55%</td><td>64%</td></tr>
<tr><td>Not JP</td><td>75%</td><td>67%</td><td>58%</td></tr>
</table>
<table>
<tr><th colspan="4">% All Other Schools - Achieving 6S and above</th></tr>
<tr><th>AcademicYear</th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr>
<tr><td>⊟ 2024/2025</td><td></td><td></td><td></td></tr>
<tr><td>JP</td><td>55%</td><td>40%</td><td>47%</td></tr>
<tr><td>Not JP</td><td>78%</td><td>68%</td><td>69%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Percentage of pupils achieving expected standards in reading by the end of Year 1 will increase, through the implementation of Essential Letters and Sounds</td>
<td>All pupils eligible for JP without complicating factors achieve ARE for reading in Year 1. To increase the attainment for those children with several vulnerability factors.</td>
<td>
<table>
<tr><th>Year Group</th><th>% on expected benchmark Summer 25</th><th>% on expected benchmark Summer 24</th><th>% on expected benchmark Summer 23</th></tr>
<tr><td>1</td><td>33%</td><td>29%</td><td>23%</td></tr>
<tr><td>2</td><td>35%</td><td>32%</td><td>55%</td></tr>
</table>
</td>
</tr>
</table>

| | | |
|---|---|---|
| | Children will reach their expected phonic phase levels at the correct age and stage – this in turn will impact positively on reading and writing. | Although the benchmark data is still low, it is showing improvements each year, and those improvements continue through each year group in school. Our current Year 1 children are the first cohort to have had the new phonics programme since Reception, so it will take time to see the full impact.<br><br>By Year 2 our data for reading was better than the Island Average<br><br>% Secure - School<br>AcademicYear \| Reading<br>2024/2025 \| 71%<br><br>% Secure - All Other Schools<br>AcademicYear \| Reading<br>2024/2025 \| 65% |
| 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. | **55% of children** eligible for Jersey Premium reached secure in Maths, this was an **increase of 6%** from last year (and an **increase over the last 4 years**), demonstrating that we are continuing to close the gap . |
| Schools wider curriculum exposes children to a wide range of experiences. | Data from pupil voice, parental questionnaires and teacher observations. | Enrichment 24-25 .docx<br><br>Subject leader feedback is that children value trips and they feed into enhanced subject knowledge and engagement. Parents have commented within the school questionnaire positively that there are a wide number of trips and visits for their children to take part in – 87% agreeing, 7% disagreeing and 7% not knowing.<br><br>Within the school we have also had a large number of visitor, including Jersey Bulls, Ian Bland (poet), Ballet d'Jerri, Exploradome, Music in Action, Penny Byrne (author) and local artists to name a few. It is felt by staff within school that this helps build our children's culture capital.<br><br>Our After School Club has also expanded in its offering to include Magic club and Forest School which have proved popular.<br><br>We have also run a summer school and continue with OPAL to broaden and develop the play and outdoor experience for our |

| | | |
|---|---|---|
| | | children. Each year part of the Jersey Premium budget is also used to ensure that all Year 5 and 6 children take part on our school residential and the activities there. As with summer school, some of these activities are designed to push the children's boundaries and step out of their comfort zone. Many children who were initially hesitant or apprehensive eventually overcame their fears and embraced the challenges, demonstrating growth in their resilience and self-confidence<br><br>The tradition of an end of year show has continued, with the whole of key stage 2 being involved. It brings together our oracy work and drive to give the children as many different experiences as we can, so that children can achieve in many broad and different ways. It was extremely well attended with 2 shows being put on for parents and family, and the hall full both times.<br><br>Story Trail – this has just opened and will hopefully prove extremely popular in bringing the school and wider community together. |
| Increased parental engagement in all Grands Vaux Pupils' learning | 80%+ attendance at parental events.<br>Increased engagement in learning with children in the home setting.<br>Data from seesaw use, pupil voice and teacher observation | Seesaw continues to be used to share positive news, pictures from class and engage children in learning from home too. This was highlighted on the parental survey as being a strength of school.<br><br>School grounds have been used to host community events, including regular Forest School events which are well attended with families from school and the wider community.<br><br>Story Trail – this has just opened and will hopefully prove extremely popular in bringing the school and wider community together.<br><br>Meet the teacher event in September saw a huge increase of parental engagement with an average across the school of 82% of parents attending. |

| | | |
|---|---|---|
| | | Parents evening in October saw an average across the school of 84% engagement. As a school we are really pleased with this, we value parental involvement and believe it can have a huge impact on learning.<br><br>Recent Christmas events were 100% attended.<br><br>Year 4 and Year 2 Access to Music project concert was well attended by parents. Year 1, 4 and 6 have all shared end of topic work with parents, with attendance ranging from 56% to 100%. |

| |
|---|
| |

What other feedback have you had on your plan or activities?

| |
|---|
| |

## 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)