

Jersey Premium Strategy Statement 2020

School Name	Les Landes School
Pupils in school	182
Proportion of disadvantaged pupils	9%
Jersey premium allocation this academic year	TBC
Academic years covered by statement	2020-2021
Publish date	January 2020
Review date	December 2020
Jersey Premium Lead	Laura Webster

At Les Landes Primary School we have adopted a tiered approach to Jersey Premium spending which allow the school to focus on a series of targeted strategies which will have the greatest impact. These are explained in the three aims:

1. **Teaching:** Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Jersey Premium spending.

Projected spending £3,000 on:

- collaboration within school through Impact Partners (release 2 teachers together to plan a P4C enquiry and further release to deliver and observe)
- professional development through Level 1 training (1 day, 1 teacher) and level 2B (1 day, 1 teacher)
- P4C leadership release for MER and Silver accreditation

Desired measurable outcomes:

- The proportion of children in the school achieving Secure in their Year group is at least in line with statistical neighbours
 - There is no gap between the achievement of children who are entitled to JP and those who are not
2. **Targeted academic support:** Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one to one or small group interventions as a key component to sit alongside effective classroom teaching and learning. This year, our focus is on closing the vocabulary gap.

Projected spending £12,000 on:

- One to one consultations weekly 15 minutes with class teacher
- Targeted support in Speech and Language using Welcomm intervention programme

Desired measurable outcomes:

- children entitled to JP funding do not fall behind their peers in reading, writing and maths
 - vocabulary of children entitled to JP funding is in line with other children
 - children leave FS reaching age expected milestones in spoken language
 - children are confident and sociable.
 - children share and cooperate appropriately for their age.
3. **Wider strategies:** The final element of our approach is to provide support in tackling non-academic barriers to success such as social and cultural capital

Projected spending £3,000 on:

- Specialist instrumental lessons
- Specialist singing teachers for Choir
- Support for Breakfast Club (case by case)

Desired measurable outcomes:

- Children in Y3 learn an instrument and perform to an audience with confidence
- Children in KS2 have the opportunity to learn a range of skills, memorise songs and perform to an audience
- Identified children feel nurtured and listened to in Breakfast Club and have opportunities for high level dialogue