



Les Landes School Jersey Premium Evaluation 2019

The context of the school

Objectives for the year

- To develop Philosophy for Children (P4C) across the school
- To release class teachers to work with pupils
- To provide enrichment opportunities, particularly in music

Rationale for the projects selected

- P4C has been shown to provide children with rich, structured talk, which can help narrow the vocabulary gap between children (EEF research). With comprehension relying on vocabulary children have been exposed to, evidence shows that high quality dialogue can address vocabulary deficits.
- Conferencing as a strategy has been shown to impact positively on the progress of disadvantaged learners (EEF research)
- We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education

Links to research

- EEF (2012) meta-analysis of P4C and current project early findings and Bronze evidence
- EEF Impact of Feedback
- Les Landes JP Pilot 2016, 2017 and 2018 evidence

Learning in the curriculum

- Whole school CPD Philosophy for Children:

Level 2A to support implementation (INSET Feb 2019 and May 2019)

Visit best practice schools in Hampshire (Oct 2019)

- Weekly pupil conferencing
- Instrumental lessons for Y3 and Y4
- Singing opportunities for KS2

Enrichment beyond the curriculum

- Choir opportunity for KS2
- Extra-curricular opportunities Y1-Y6

An overview of spending

Total JPP received £23,490

- Conferencing £12,843
- Music £2,350 (Singing) and £1900 (instrumental whole class sessions)
- Philosophy for Children £470

Additional Projects in response to need:

Formative assessment and Feedback conference £400

Communication in the Early Years (Makaton) £1600

Quality Guided Reading Texts and whole class texts £2580

(£1,077 remaining)

A summary of the impact of the funding on the school

- All pupils in receipt of Jersey Premium funding are working within their year group curriculum, at age related expectations or above.
- In Reading, the group in receipt of JP funding all made expected or better progress
- In Writing, the very large majority of the group in receipt of JP funding made expected or better progress
- In Maths, the very large majority of the group in receipt of JP funding made expected or better progress
- 85% of JP pupils in Y1-6 attended an extra-curricular club in 2018-19
- 73% of JP pupils in Y3-6 attended choir in 2018-19
- SAPERE Philosophy for Children Bronze Award achieved, criteria met (JP funding in 2017-18 also), with children demonstrating an increased ability to think creatively, critically, and collaboratively
- Pupil conferencing monitoring shows increased pupil confidence and increased language of learning:
 - Work is specific to individual children to target their next steps.
 - Staff are following up on work done in previous weeks (in line with cognitive load theory and theory of deliberate practice), ensuring that children have a good understanding of the skill they have learnt/developed in these sessions
 - Work being done in JP sessions is prompted by what the children want to develop and supports the work being done in class.
 - Work supports whole school initiatives of P4C and growth mindset and strengthens whole school ethos.

Pupil Consultation

'It (consultation time) helps me because I get more confident, if I don't really know it, it helps me to get it a bit more'

'I like it because you help me and I know what to do next time'

'There are lots of things in my class to help me'