



Les Landes School Jersey Premium Evaluation 2020

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 2017, 2018 and 2019 evaluation

Teaching

Collaboration through school impact partners to plan, deliver and observe

CDP Level 1 (new teacher) and Level 2B (lead practitioner)

Targeted academic support

- Weekly pupil conferencing

Wider strategies

- Instrumental lessons for Y3
- Choir opportunity for KS2 Summer and Autumn 2020
 - Breakfast Club to support high level dialogue (case by case)

An overview of spending

Total JPP received £20,000

- Pupil Conferencing £15,492
- Choir £0 and JMS £0

Additional Projects in response to need:

- Wellcom £497

A summary of the impact of the funding on the school

- In Maths, all pupils in receipt of Jersey Premium funding are working within their year group curriculum, at age related expectations or above
- In Writing, all pupils in receipt of Jersey Premium funding are working within their year group curriculum, at age related expectations or above
- In Reading, almost all pupils in receipt of Jersey Premium funding are working within their year group curriculum, at age related expectations or above
- 93% % of JP pupils in Y1-6 attended an extra-curricular club in 2019-20
- 50% of JP pupils in Y3-6 attended choir in 2019-20
- Y5 teacher completed SAPERE Philosophy for Children L1 and evidence in writing shows engagement through P4C (Street Child
- Y5 and Y4 teacher visited schools, led staff meeting to share practice, impacting on quality of enquiries
- 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

'When we work with the teacher, it gives us time to go back to the things we were unsure of. When I work independently, I know how to do the work and it makes it easier. It makes me feel happy that I can do it.'

'When I work with my teacher, it helps me to see what I need help with and she helps me with that. Then, that helps me when I'm working in class. I feel relieved that I can do it.'