

Jersey Premium strategy statement

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

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	Les Landes
Number of pupils in school	185
Proportion (%) of Jersey Premium eligible pupils	13%
Academic year/years that our current Jersey Premium strategy plan covers	2021-22
Date this statement was published	25 th January 2022
Date on which it will be reviewed	25 th January 2023
Statement authorised by	
Jersey Premium lead	Laura Webster

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2022	£34,280
Total budget for this academic year* *Jan – July 2022	£22,853

Part A: Jersey Premium strategy plan

Statement of intent

You may want to include information on:

- Our ultimate objective for our Jersey premium eligible children is that there is no gap in achievement between these pupils and their peers*
- Our current Jersey Premium strategy plan work towards achieving those objectives by providing additional one to one support with their teachers.*
- Our strategy includes teaching projects, targeted interventions and wider strategies and compliments the overarching aims on the School Development Plan*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	JP eligible pupils are statistically more likely to fall behind their peers in reading, writing and maths
2	Some JP eligible pupils are below age related expectation in reading
3	Some JP eligible pupils may not have the opportunities to engage in wider activities or experiences such as performance singing, playing an instrument
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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
Pupils will be fully aware of their strengths and next steps in order to improve their work across a range of subject area, as well as an improved attitude to learning. There is no gap between the achievement of pupils who are eligible for Jersey premium and those who are not	Pupils will have additional one to one time weekly with their class teacher Overwhelming majority of pupils eligible for Jersey Premium funding are working at age related expectations or above.

Pupils eligible for JP funding do not fall behind their peers in reading	Selected children complete the Reading response programme Accelerated progress made in reading by end the academic year
All children have the opportunity to perform to an audience	Weekly singing lessons with a professional singer, learning harmonies

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: To provide quality feedback for children</p> <p>Activity: One to one consultations weekly 15 minutes with class teacher to provide quality feedback and conferencing.</p>	<p>EEF research</p> <p>John Hattie meta-analysis</p> <p>Pupil Consultations</p>	1 and 2

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

Budgeted cost: £12,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: To support reading development</p> <p>Activity: Targeted support using Reading Response intervention programmes. 2 pupils, daily</p>	<p>Previous outcomes for pupils 2020-21</p> <p>Evidence based intervention</p>	1 and 2
<p>Aim: To support reading accuracy, fluency and comprehension for UK2 pupils</p> <p>Activity: Targeted support using the Herts Reading Fluency project. 1 group 6-8 pupils</p>	<p>Evidence based research developed in Hertfordshire</p>	1 and 2

<p>Aim: To support maths and writing development</p> <p>Activity: Targeted additional maths and writing lesson per week.</p> <p>1 group 3-5 pupils</p>	<p>EEF Teaching and Learning Toolkit</p> <p>John Hattie meta-analysis</p>	<p>1 and 2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Choir £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: to provide support in tackling non-academic barriers to success such as social and cultural capital</p> <p>Activity: Specialist singing teacher for classes</p>	<p>Impact of and feedback from performances in 2020-21</p>	<p>3</p>
<p>Aim: To provide support in tackling non-academic barriers to success such as social and cultural capital.</p> <p>Activity: Specialist music teacher for 2 classes to learn an instrument</p>	<p>Impact of and feedback from performances in 2020-21</p>	<p>3</p>

Total budgeted cost: £ 27,800

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 2020 to 2021 academic year.

Aim: To provide quality feedback for children

Pupils are fully aware of their strengths and next steps in order to improve their work across a range of subject area, as well as an improved attitude to learning, evidenced in consultation notes. Almost all pupils (96%) eligible for Jersey Premium funding are working at age related expectations or above in Maths and all pupils (100%) in Reading and Writing. There is no gap between the achievement of pupils who are eligible for Jersey Premium and those who are not.

Aim: To support reading development

Two pupils eligible for Jersey Premium funding accessed the Reading Response intervention. Both children were working below age related expectations, made accelerated progress and finished the academic year in line with their peers for reading.

Aim: to provide support in tackling non-academic barriers to success such as social and cultural capital

All children from Y1-Y6 had the opportunity to learn a range of songs, develop singing skills, memorise songs, learn harmonies and perform to an audience. All pupils eligible for Jersey Premium have performed to an audience in either the Y5/6 production of Peter Pan or the Carol Service.

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

Pupil feedback:

"I get feedback when I'm not sure about something or when I've made a mistake. I also get feedback when I've done something well. I get things written in my book I go to my teacher and get feedback I also go up to the gallery. It helps me because if I get feedback on something I do well I include it next time. When I do a spelling mistake I then try not to make the same mistake again" (KS2 Pupil)

"I get feedback when I am at my table and every time we have done some learning my teacher will call me and give me feedback, it helps me, she also works with me on my own outside the classroom where its quiet. It basically helps me learn and get better" (KS2 Pupil)

"On Thursday when Mrs Parker is in class I get feedback from Mrs Price. Mrs Price also goes round the class and gives us all feedback." (KS2 Pupil)

Virtual Visit, Andrew Redpath, December 2022 'data shows JP pupils make good progress'

Further information (optional)

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