

# 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	172
Proportion (%) of Jersey Premium eligible pupils	10%
Academic year/years that our current Jersey Premium strategy plan covers	Jan 2023-Jan 2024
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	
Jersey Premium lead	Laura Webster

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2023	£28,440
<b>Total budget for this academic year*</b> *Jan – July 2022	£18,960

# Part A: Jersey Premium strategy plan

## Statement of intent

*You may want to include information on:*

- Our ultimate objective for our children in receipt of Jersey Premium is that there is no gap in achievement between these pupils and their peers*
- Our current Jersey Premium strategy plan works towards achieving those objectives by providing additional one to one support and feedback 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Children in receipt of Jersey Premium are statistically more likely to fall behind their peers in reading, writing and maths
2	In reading; Large majority of Year 2/3 children in receipt of Jersey Premium are secure. No Year 2/3 children are mastery Small minority of Year 2/3 are below expectation
3	Children in receipt of Jersey Premium may not have the opportunities to engage in wider activities or experiences such as performance singing, playing an instrument, participating in extra-curricular activities

## 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
<p>All pupils in receipt of Jersey Premium can verbalise 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 in receipt of Jersey Premium and those who are not.</p>	<p>Pupils will have additional one to one feedback time weekly with their class teacher.</p> <p>Large majority of children in receipt of Jersey Premium funding are working at age related expectations or above.</p>
<p>Very large majority of children in receipt of Jersey Premium funding end the year <i>at least</i> secure in reading.</p>	<p>Selected children complete the Herts fluency intervention.</p> <p>Accelerated progress made in reading by end the academic year.</p>
<p>All children have the opportunity to perform to an audience</p>	<p>Weekly singing lessons with a professional singer, learning harmonies.</p> <p>Class assembly, Y5/6 production, carol service</p>
<p>All children have the opportunity for extra curriculum activities</p>	<p>Weekly lunch time clubs available, opportunities to represent school in extracurricular activities – netball, football, choir.</p>

## 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, pre teaching and individual targeted support</p>	<p>EEF research</p> <p>John Hattie meta-analysis</p> <p>Pupil Consultations Dec 2022</p> <p>Pupil Voice</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 accuracy, fluency and comprehension for Year 2 and KS2 pupils</p> <p>Activity: Targeted support using the Herts Reading Fluency project. 3 groups 4-8 pupils in each group</p>	<p>Evidence based research developed in Hertfordshire</p> <p>Previous outcomes for Y6 pupils 2021-2022</p>	1 and 2

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

Budgeted cost: Choir £2700, Sports Bug £800

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 Activity: Specialist singing teacher for classes</p>	<p>Pupil Voice</p>	<p>3</p>
<p>Aim: To provide support in tackling non-academic barriers to success such as social and cultural capital. Activity: Specialist music teacher for 2 classes to learn an instrument</p>	<p>Pupil Voice</p>	<p>3</p>
<p>Aim: To provide a range of extra-curricular activities Activity: Wide range of clubs available that the children can choose, including external sports provider. Ensure children in receipt of Jersey Premium represent the school</p>	<p>EEF research John Hattie meta-analysis</p>	<p>3</p>

**Total budgeted cost: £ 28,680**

# 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 2021-22 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.

- All (100%) of pupils in receipt of Jersey Premium funding are working within year group for Maths (75% secure/mastery)
- All pupils (100%) of pupils in receipt of Jersey Premium funding are working within year group for Reading (81% secure/mastery)
- All (100%) of pupils in receipt of Jersey Premium funding are working within year group for Writing (63% secure/mastery).

There is no gap between the achievement of pupils in receipt of Jersey Premium funding and those who are not.

### **Aim: To support reading development**

Two pupils in receipt of Jersey Premium funding accessed the Reading Response intervention. Both children were working below age related expectations, made better than expected progress, between 8 and 12 benchmark levels progress (6 levels per year expected progress) and finished the academic year working within age related expectations.

### **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 in receipt of Jersey Premium funding have performed to an audience at the Carol Service.

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

### **Pupil feedback:**

"I get feedback in my book, its normally highlighted in green pen. When the teacher goes through stuff with me on a Thursday, that helps me with my learning." (UKS2 pupil)

"I get lots of feedback. I get it after my teacher has marked my work, when he's walking around he will give me a hint and when I'm working with him on my own." (UKS2 pupil)

"Reading with Mrs \_\_\_ has helped me with my reading because now I'm reading harder, more challenging, bigger books. Makes me really proud and helps me when I need to read something in class." (LKS2 pupil)

"I was nervous having to sing in front of loads of people but I had practiced the song so when I got up with all my friends I felt proud and that I'd done something that was a bit scary for me." (KS1 pupil)