

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	166
Proportion (%) of Jersey Premium eligible pupils	8%
Academic year/years that our current Jersey Premium strategy plan covers	Jan 2025-Jan 2026
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	
Jersey Premium lead	Laura Webster

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2025	£23,945
Total budget for this academic year* *Jan – July 2024	£15,963

Part A: Jersey Premium strategy plan

Statement of intent

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

When making decisions about using our Jersey Premium funding, we consider the challenges that face our children and make use of research-based initiatives, for example, the Education Endowment Foundation

Our current Jersey Premium strategy plan is based on decisions that are underpinned by the needs of our children and works towards achieving high standards of attainment and progress; by providing additional one to one support and feedback with their teachers, opportunities in a wider curriculum sense and to promote self-esteem and self-efficacy. Research indicates that one-to-one consultations between teachers and pupils can effectively raise attainment among disadvantaged children receiving pupil premium funding. A study commissioned by the Department for Education found that schools implementing strategies such as one-to-one tuition observed improvements in disadvantaged pupils' performance. These approaches, focusing on personalised instruction, were among the most effective methods employed. Also, the National Audit Office highlights that one-to-one tuition is both a commonly used and cost-effective intervention to support disadvantaged pupils.

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	Teaching and Learning Children in receipt of Jersey Premium are statistically more likely to fall behind their peers in reading, writing and maths
2	Emotional resilience and self-efficacy Some children in receipt of Jersey Premium scored low in their wellbeing pass assessment for perceived learning and self-regard as a learner
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 (sports clubs for example)

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>Pupils will have additional one to one feedback time weekly with their class teacher.</p> <p>Quality Teaching remains the most important tool to improve outcomes for children.</p> <p>There is no gap between the achievement of pupils who are in receipt of Jersey Premium and those who are not.</p> <p>SDP links: 2 Suitable adaptations enable all pupils to access the curriculum in line with their peers (adaptive teaching)</p>	<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.</p> <p>Large majority of children in receipt of Jersey Premium funding will be working at age related expectations or above in reading, writing and maths.</p>
<p>All pupils develop and embed 'Growth Mindset' approaches to become resilient and confident learners</p> <p>SDP links: 4. Pupils have positive attitudes towards their education. They are encouraged to become ambitious, confident, capable and independent learners. They are resilient to setbacks.</p>	<p>All pupil's perceived learning and self-efficacy rating improves in the well-being pass assessment.</p>
<p>All children have the opportunity to perform to an audience. They will have weekly singing lessons with a professional singer, learning harmonies.</p> <p>They will take part in a Class assembly and the Carol service.</p> <p>SDP links: 9 Develop an understanding of identity, heritage, culture and environment – engage arts and sports</p>	<p>Children will be clear, happy and confident when performing.</p>
<p>All children have the opportunity for extra curriculum activities. Weekly lunch time clubs and after school clubs available, opportunities to represent school in extracurricular activities – netball, football, choir.</p>	<p>All children in receipt of Jersey Premium have the opportunity to represent school in at least one of the extra curricular activities or school events.</p>

SDP links: 9 Develop an understanding of identity, heritage, culture and environment – engage arts and sports	An increase in % of children (above 77%) representing school.
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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: £1960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: To develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners</p> <p>Activity: Teachers will plan and deliver sessions where a new skill is being taught so children will have the opportunity to use the approaches and overcome fixed mindset views around learning.</p>	<p>Well-being pass assessment results</p> <p>EEF research</p> <p>John Hattie meta-analysis</p> <p>Pupil Voice</p> <p>Reflect Ed</p>	1 and 2

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

Budgeted cost: £11,200

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</p>	<p>Education Endowment Foundation</p> <p>John Hattie meta-analysis</p> <p>Pupil Consultations Autumn Term 2024</p> <p>Pupil Voice</p> <p>Sutton Trust 2011 pilot</p> <p>Taylor Francis online</p> <p>National Audit Office (NAO)</p>	1

feedback, pre teaching and individual targeted support		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Choir £2700, Sports Bug £5760

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>Pupil Voice Education Endowment Foundation</p>	3
<p>Aim: To provide a range of extra-curricular activities</p> <p>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>Pupil voice Education Endowment Foundation</p>	3

Total budgeted cost: £ 23,945

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 2023-24 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.

- 100% of JP eligible pupils are working within their year group curriculum for Reading, Writing and maths
- Overwhelming majority of children have made expected or better progress in reading
- Very large majority of children have made expected or better progress in writing
- Very large majority of children have made expected or better progress in maths
- Summer 2024 average standardised scores PIRA 111 and PUMA 104 and GAPS 106
- Very large majority (93.3%) of children are working at expected or mastery in reading
- Very large majority 80% of children are working at expected or mastery in writing
- Large majority 73.3% of children are working at expected or mastery in maths

All of this data for children in receipt of Jersey Premium compares favourably to whole school and there is no gap between the achievement of pupils in receipt of Jersey Premium funding and those who are not.

Aim: To support maths skills, knowledge and understanding for children in receipt of Jersey Premium to achieve mastery in the maths curriculum.

33% of children in receipt of Jersey Premium working at mastery for maths (Previously 7% and intended outcome 25%). The gap between percentage of mastery in reading and maths has narrowed.

Aim: To provide support in tackling non-academic barriers to success such as social and cultural capital and To provide a range of extra-curricular activities

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 and performed a class assembly. Large majority (77%) of children in receipt of Jersey Premium represented the school in an extra-curricular activity compared to 62% non-JP.

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

Pupil feedback:

"I like it when my teacher is with me explaining what I have done well I what I can do next time to improve." (KS1 pupil)

"I value the time I get on my own as I find it so helpful to get feedback on my writing so I know what my next steps are or if we go over some maths before we are doing it in class, it means I feel more confident to have a go and get the most done in the lesson." (KS2 pupil)

Staff feedback:

"I really value the protected time I get with the children in my class to tailor the learning to them as an individual and therefore ensuring they are achieving and progressing to the best of their ability. I regularly see the benefit of this time with the individual children whether it be academically or where it supports their wellbeing." (KS2 teacher)