

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	158
Proportion (%) of Jersey Premium eligible pupils	7%
Academic year/years that our current Jersey Premium strategy plan covers	Jan 2026-Jan 2027
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	
Jersey Premium lead	Laura Webster

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2026	£18,000
Total budget for this academic year* *Jan – July 2025	£12,000

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	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: Curriculum, Teaching and learning To ensure the provision across the 4 pillars is strong and highly effective.</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 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 or Production Play and the Carol service.</p> <p>SDP links: Curriculum, Teaching and learning To ensure the provision across the 4 pillars is strong and highly effective.</p> <p>SDP links: Personal Growth To ensure the high quality provision creates opportunities for personal growth.</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>SDP links: Personal Growth To ensure the high quality provision creates opportunities for personal growth</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> <p>The percentage of pupils in receipt of Jersey Premium accessing lunchtime clubs, after-school clubs, or representing the school in extracurricular activities (e.g. netball, football, choir) will be maintained at or above the current level (80%) ensuring all pupils have equitable opportunities for personal growth.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £7000

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>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

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

Budgeted cost: Choir £3000, Sports Bug £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: to provide support in tackling</p>	<p>Pupil Voice</p> <p>Education Endowment Foundation</p>	2

<p>non-academic barriers to success such as social and cultural capital</p> <p>Activity: Specialist singing teacher for classes/specialist sports coaches</p>		
<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>	<p>2</p>

Total budgeted cost: £16,000

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 develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners

An analysis of whole-cohort PASS survey data from Summer 2024 and Summer 2025 demonstrates wellbeing and attitudes remain strong and stable across the cohort. Key relational and emotional factors are sustained at high levels. Meaningful improvements are evident in pupils': Feelings about school, Attitudes to teachers, Response to curriculum demands.

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% (15 children) of JP eligible pupils are working within their year group curriculum for Reading, Writing and maths
- Very large 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 2025 standardised scores PIRA 107, PUMA 101 and GAPS 106
- Very large majority (86%) of children are working at expected or mastery in reading
- Very large majority (86%) of children are working at expected or mastery in writing
- Large majority 79% 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 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 R-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, performed a class assembly or both. Very Large majority (80%) of children in receipt of Jersey Premium represented the school in an extra-curricular activity compared to the Large majority (76%) non-JP.

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

Pupil feedback:

"I like it when my teacher puts green on my work because I know what I need to do next time." (KS1 pupil)

"It really helps me working on my own with my teacher because I can ask questions specific to what I need help with. It also helps my teacher talking through my feedback not just what I need to work on but also what I've been doing well too as I know exactly what to add and keep doing then." (KS2 pupil)

Staff feedback:

"The one-to-one time I have with pupils in receipt of Jersey Premium is invaluable. It allows me to build trust and really understand the barriers they face, both academically and emotionally. In these sessions, children are more willing to take risks, ask questions, and respond to feedback because they feel safe, heard and supported. This focused time helps me tailor my guidance precisely to their needs, which has a noticeable impact on their confidence, engagement, and progress back in the classroom." (LKS2 teacher).

"I really appreciate the valuable JP time. It makes me focus on what the individual child requires to help them make great progress. It also creates a lovely relationship, as they know that I am only focused on them." (KS1 teacher).

"It's a great opportunity to have feedback time with the children. It helps build a supportive relationship and gives them a chance to consolidate or pre learn aspects of a topic to enable them to get the most out of learning opportunities." (UKS2 teacher).

"Extra time with a child to consolidate their learning, pre teach important concepts or spend time to nurture their wellbeing is very valuable. The children enjoy it and huge progress is achieved." (LKS2 teacher).