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	Plat Douet School
Number of pupils in school	377
Proportion (%) of Jersey Premium eligible pupils	33%
Academic year/years that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Phil Walker
Jersey Premium lead	Justine Young

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 184,219

Part A: Jersey Premium strategy plan

Statement of intent

At Plat Douet Primary School, we hold high expectations for every pupil and believe that through excellent teaching, strong engagement with families and the wider community, and a personalised approach tailored to each child's individual needs, every student can achieve their best academically, socially, and emotionally.

To support this, we implement a range of strategies designed to challenge pupils at the right level while providing support to overcome barriers to learning. Our rich and varied curriculum significantly contributes to positive outcomes, ensuring children remain engaged and make good progress. Key interventions and whole-school approaches benefit all pupils and are not limited solely to those eligible for the Jersey Premium. However, specific initiatives and interventions are funded through the Jersey Premium. Our primary goal is for pupils receiving the Jersey Premium to achieve as well as their peers with similar starting points who are not eligible for this funding. School leaders at Plat Douet are committed to guaranteeing that all disadvantaged pupils experience high-quality first teaching in every lesson, supported by active partnerships with families and the wider community. Jersey Premium and LPA allocations to target the individual needs of disadvantaged children.

By investing Jersey Premium funding thoughtfully and effectively, Plat Douet aims to narrow the achievement gap, foster resilience, and empower all pupils to thrive in a supportive and stimulating learning environment. We are dedicated to monitoring and evaluating the impact of our initiatives to ensure continuous improvement and accountability.

Challenges

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

Challenge number	Detail of challenge
1	Some children start school (sometimes significantly) below their peers in all areas of learning. They sometimes lack the basic skills in core subjects which enable them to make progress across the curriculum. This is especially true with some children's speaking and listening skills.
2	The prime area of Communication and Language is low on entry. Closing the vocabulary gap for those who have limited experiences
3	Some disadvantaged children have less opportunity to engage with enrichment activities outside of school and wider learning opportunities are limited – therefore their Cultural Capital is lower.
4	Enthusiasm and achievement in reading and writing. Not all children are engaged in literacy enough to be able to learn effectively.

5	The lack of basic mathematical and recall skills.
6	A growing proportion of the school's cohort have additional needs which need identification and often need meeting through more than the school's universal offer some having high SEMH needs identified among our disadvantaged families.

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
A. To help enable pupils reach their full potential in English and Maths through high quality teaching.	• All pupils will make at least expected progress with some making greater than expected. Those not making expected progress will be identified and targeted for support. • Pupils will be able to reflect on their learning and use strategies which will enable them to make expected levels and more of progress.
B. Staff feel empowered and have the skills, knowledge, and tools to enable teaching to be good or outstanding.	• Teaching and Learning will be consistent throughout the school. • All types of monitoring demonstrate good teaching over time. • Staff questionnaires, • CPD logs and PRAs demonstrate effective and appropriate levels of training, • coaching and mentoring will have a positive impact
C. To enrich the curriculum, ensure the pupils are able to participate and to give the pupils the opportunity to experience new and challenging activities.	• All pupils will be able to access the curriculum / new experiences. • Pupil will develop a sense of self awareness and be able to understand their school work better. • Pupils will demonstrate enhanced skills and interests. • Pupils will demonstrate greater confidence in learning new concepts.
D. Parents develop their knowledge & understanding of supporting their children's learning at home.	• Parents support their children's learning and have confidence in supporting new concepts. • Home school communication and partnership develops to demonstrate greater effectiveness. • Family Support Worker can create positive links and open channels of communication.

Activity in this academic year - Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
JP Leads (SA allowance)	As the number of Jersey Premium pupils is extensive and the workload is significant the Jersey Premium Lead will be allocated an SA1.	1,2,3,4,5,6
To invest in professional development for all staff through regular Coaching sessions and team teaching.	At Plat Douet high-quality coaching is used as a key strategy to improve teaching and learning, to develop strong, evidence-based classroom practice. Through regular, structured coaching sessions targeted support is used to embed core teaching strategies, manage behaviour effectively, and plan for progression. This approach not only accelerates professional growth but also ensures consistency in teaching quality across our school. By investing in coaching, we aim to improve outcomes for all pupils, with a particular focus on closing attainment gaps for disadvantaged learners supported through Jersey Premium funding. https://www.aitsl.edu.au/docs/default-source/default-document-library/coaching-resources-complete-set.pdf?sfvrsn=8ab8ec3c_0	1,2,3,4,5,6
The Professional Development of staff RE: The Great Teacher Toolkit	At Plat Douet The Great Teacher Toolkit is used as a central framework to guide high-quality professional development across the school. By focusing on evidence-informed dimensions of great teaching—such as creating a supportive environment, maximising learning, and activating hard thinking—the toolkit enables staff to reflect on and refine their practice in a structured, measurable way. CPD sessions, coaching conversations, and appraisal objectives are aligned with the Toolkit's principles to ensure consistency and impact. This approach supports all staff, including ECTs and experienced teachers, in delivering high-quality teaching that leads to improved outcomes for all pupils, with a particular emphasis on reducing attainment gaps for	2,4,5,6

	those supported through Jersey Premium funding https://evidencebased.education/great-teaching-toolkit-cpd/	
The principles of Voice 21 are continually used across the curriculum in all year groups. Transforming the life chances of young learners through talk.	As a centre of excellence Plat Douet are continuing to embed a whole-school approach to oracy using the Voice 21 framework to improve pupils' speaking and listening skills, with a particular focus on supporting our Multilingual Learner (MLL) children. Through explicitly taught oracy strategies, structured talk opportunities, and dialogic teaching, pupils are supported to develop confidence, vocabulary, and the ability to articulate their ideas effectively. These strategies are used across the curriculum to deepen understanding, enhance communication, and support knowledge retention. By prioritising oracy, we aim to remove language barriers, raise attainment, and ensure that all pupils — particularly those who are disadvantaged or MLL — have the tools to succeed academically and socially in every subject area. https://voice21.org/	1,3,4,5,6
Develop the basic fundamental Mathematical Skills across school.	Assessment and classroom observations have identified that a number of pupils lack fluency in basic mathematical skills, including the rapid recall of number bonds, times tables, and key number facts. This gap in fundamental recall impacts pupils' ability to access more complex problem-solving and reasoning tasks across the maths curriculum. To address this, we are implementing targeted interventions, daily fluency practice, and the use of	1,2,5

	manipulatives and visual models to strengthen conceptual understanding. Improving these core skills is a priority, particularly for disadvantaged pupils, to build a secure mathematical foundation and enable sustained progress in line with age-related expectations.	
Foundation and Specialist Teachers	Specialist teachers are employed at Plat Douet to deliver high-quality provision in PE, Art, Music, Computing, and Languages. Their subject-specific expertise ensures that pupils receive a rich, broad, and balanced curriculum, with carefully sequenced learning that builds knowledge and skills over time. This specialist input not only enhances pupil engagement and achievement in foundation subjects but also supports class teachers by allowing additional time for focused professional development, coaching, or intervention work. This approach contributes to raising standards across the curriculum and supports our commitment to equity by ensuring that all pupils, including those eligible for Jersey Premium, have access to high-quality teaching in every subject.	2, 4, 5
For the attainment gap between JP and non-JP learners to decrease across school in reading, writing and maths in line with school SIP targets.	To ensure the gap between JP children and non JP children decreases each year and is carefully monitored using pupil progress meetings effectively for professional discussions to target specific needs.	1,2,4,5,6

Activity in this academic year - Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	The school is piloting supporting speech and language through the appointment of a specialist based in school. This will support pupils' language development and in turn access to learning. Staff knowledge and skills of language acquisition will expand which will support all pupils in the learning environment. The classroom community will be able to communicate effectively and improve academic potential. The Speech specialist will be able to support staff in making changes to the learning environment and the wider setting which will optimise children's communication development.	2,4,5
Wellcomm	Provides a research-based toolkit for staff to use to develop speech and language. Develops practitioners' knowledge and skills. Pupils will be screened and assessed to ascertain if intervention is required. Early intervention is proven to be significant in language acquisition. The toolkit is an outcome focused approach for identifying need. Offers a range of customised intervention activities which helps language development.	2,4,5
Small group support (R/R, Reading for Fluency, Reading Response, BR@P ECOF)	Reading Recovery is recognised as an example of good practice in literacy education by Early Intervention Foundation; European Literacy Policy Network (ELINET); Institute for Effective Education (IEE). The EEF also find that develop reading comprehension strategies have an impact of +6 months and one-one tuition have an impact of + 5 months, having high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant	2,4,5

Professionally develop all staff	To improve outcomes for pupils eligible for Jersey Premium, the school prioritises high-quality professional development for all staff, ensuring that teaching consistently meets the needs of disadvantaged learners. Professional development is closely aligned to evidence of what works best for disadvantaged pupils and is focused on improving classroom practice rather than relying on isolated interventions. Staff development is delivered through a structured programme of coaching and targeted training. Instructional coaching supports teachers and support staff to refine their practice, embed effective strategies, and reflect on the impact of teaching on disadvantaged pupils' progress. Coaching is tailored to individual and team needs, ensuring strategies are implemented consistently and effectively across the school. Training focuses on strengthening adaptive teaching, enabling staff to identify and respond to gaps in knowledge, address misconceptions, and provide appropriate scaffolding and challenge. This ensures disadvantaged pupils can access the same ambitious curriculum as their peers. Staff are supported to use formative assessment, high-quality feedback, and inclusive classroom strategies to remove barriers to learning. The impact of professional development is monitored through pupil progress, quality of teaching, and staff confidence. This approach ensures that Jersey Premium funding is used effectively to improve teaching quality and secure sustained improvements in outcomes for disadvantaged pupils Education Endowment Foundation (2018) *Effective Professional Development*. London: EEF. Available at: Education Endowment Foundation website. Education Endowment Foundation (2021) *Using Evidence to Improve Teaching and Learning*. London: EEF. Available at: Education Endowment Foundation website. Education Endowment Foundation (2023) *Teaching and Learning Toolkit*. London: EEF. Available at: Education Endowment Foundation website. Kraft, M.A., Blazar, D. and Hogan, D. (2018) 'The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence', *Review of Educational Research*, 88(4), pp. 547–588. Education Endowment Foundation (2021) *Using Pupil Premium: Guidance for School Leaders*. London: EEF. Available at: Education Endowment Foundation website.	2,4,5

Activity in this academic year – Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
JAM	KS2 pupils have the opportunity to learn musical instruments as part of the curriculum through Jersey Music Services. The school have arranged private tuition for a number of pupils to enable them to continue after the curriculum lessons.	3

To continue to provide ELSA interventions for children who need more targeted support with their emotional regulation	ELSA (Emotional Literacy Support Assistant) intervention is used to support pupils who are experiencing social, emotional, or mental health difficulties that may be impacting their learning and wellbeing. Delivered by a trained member of staff, ELSA sessions provide a safe, structured environment where children can develop emotional awareness, self-regulation, resilience, and social skills. This targeted support is particularly valuable for vulnerable pupils, including those eligible for Jersey Premium funding, helping to remove emotional barriers to learning and enabling them to engage more positively with school life. https://www.elsa-support.co.uk/	1,2,4,6
Family support	Our Family Support Worker plays a key role in strengthening home-school relationships by working proactively with families to provide early help and guidance. By making regular contact with parents—through home visits, phone calls, and in-person meetings—they offer tailored support to address barriers to attendance, engagement, and wellbeing. This role is particularly focused on supporting vulnerable families, including those eligible for Jersey Premium, to ensure that all children are able to thrive both socially and academically through consistent and positive parental involvement.	3,4,5,6