

## Jersey Premium at Plat Douet 2018

This year we received an initial budget of £133,540 with an additional £22,850 being allocated later in the year.

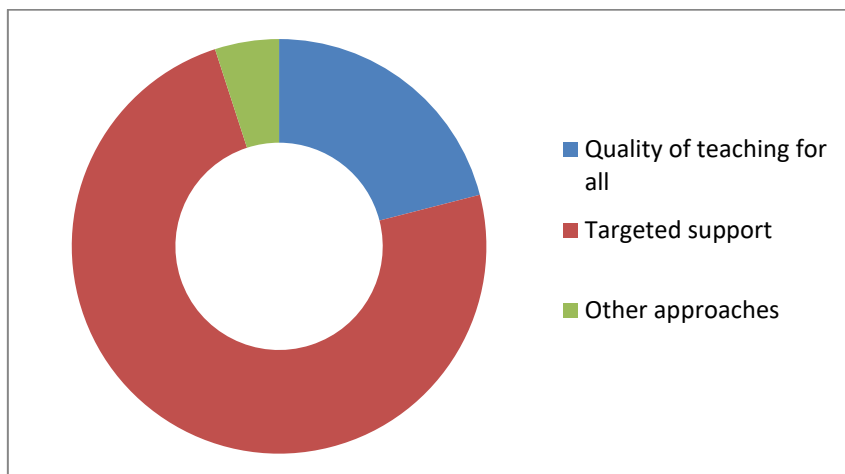
The school strategy was carefully planned with the aim of achieving five desirable outcomes:

- A. To help enable pupils reach their full potential in English and Maths through high quality teaching.
- B. To ensure every pupil has an advocate to help support them towards ambitious goals.
- 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.
- D. To enable parents to be engaged and feel empowered.

### How our funding has been allocated

The chart below shows the proportion of spending allocated to the three areas in 2018 strategy which are:

- Quality of Teaching for All
- Targeted Support
- Other approaches



Quality of teaching for all		
Intervention	Description	Evaluation & Impact
IMPACT (Reading) – Whole Cohort	IMPACT - Reading (whole cohort) Groups of 4 parents accompanied by their children observe the teacher leading a guided reading session.	Attendance at these sessions was high with: <ul style="list-style-type: none"> <li>➤ 91% of all parents attended the sessions.</li> <li>➤ 84% of JP pupil’s parents attended the session.</li> </ul> <p><b>Parents completed feedback forms which stated:</b></p> <ul style="list-style-type: none"> <li>• <i>I like the session as I got more of an understanding of what/how he learns.</i></li> <li>• <i>Direction on how to move forward/ next steps</i></li> <li>• <i>The smaller groups for interaction and able to see (child) in their school environment</i></li> <li>• <i>Seeing all the activities you can do to make it fun</i></li> <li>• <i>It gave me ideas to use at home to improve (child’s learning)</i></li> </ul> <p>Due to such high participation levels, this approach will continue in Reception in January 2019.</p>
IMPACT - Mathematics (whole cohort)	IMPACT- Mathematics (Whole Cohort) Groups of 4/5 parents accompanied by their children observe the teacher leading a guided mathematics session.	Attendance at these sessions was high with: <ul style="list-style-type: none"> <li>➤ 86% of all parents attended the sessions.</li> <li>➤ 79% of JP pupil’s parents attended the session.</li> </ul> <p><b>Parents completed feedback forms which stated:</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding how the children are taught so that we can follow the same pattern to avoid confusing the children</i></li> <li>• <i>These sessions are very helpful and much appreciated</i></li> <li>• <i>Seeing all the different games you can play to make maths fun</i></li> <li>• <i>The session was well organised and I’ve learned new activities, which will help my child to develop his maths skills</i></li> <li>• <i>Getting to know where my child is at with his learning and meeting new methods</i></li> </ul> <p>Due to such high participation levels, this approach will continue in Reception in May 2019.</p>
Pupil Conferencing	Y1-Y6 pupils receive a minimum of 6 x 15 minute sessions per term with the class teacher on a 1:1 or small group basis.  The focus of these sessions is maths, reading or writing.	Targets are set with the pupils at the beginning of the term during their first conferencing session. The pupils make progress with these targets in conferencing sessions throughout the term. Sessions included: extra reading/writing opportunities, pre-teaching, practising skills such as times tables, correcting misconceptions from lessons taught earlier in the week/day, deep marking of written work and various other strategies to enable pupils to meet their targets.  Conferencing sessions have proved successful with the majority of pupils achieving their set targets and being successful transferring this learnt knowledge into their work in class. Many pupils have stated that they enjoy the 1:1 and small group conferencing sessions where they are able to discuss their work and make progress.  Evidence is presented in the pupils Maths and English books of the progress made in these sessions.
To help enable pupils reach their full potential in English and Maths through high quality teaching.	Doodle Maths - all Y1 to Y6 pupils receive a personalised maths home-based learning programme instead of the formal maths homework including the use during school holidays.	Doodle Maths has been used effectively by pupils from Y1-6 as a personalised home-based learning programme, which identifies gaps and enables pupils to practice concepts they find more difficult.  Teachers have been able to set specific learning through the ‘added extra’ feature, allowing consolidation at home of learning pupils have experienced each week in class. This has proven to be beneficial as pupils are able to practice these new learnt skills/concepts at home.

		Maths Subject lead has extended the subscription for the 2018-19 academic year to enable this to continue.
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Targeted Support

Intervention	Description	Impact												
The Writing Project	This is an intensive weekly writing tuition in small groups focussing upon stimulating, memorable, collaborative and engaging experiences from which the pupils will engage in quality dialogue leading to the production of excellent writing.	<p>Writing is the subject where many of our pupils find it difficult to achieve age related expectations.</p> <p>A large proportion of the school's Jersey Premium funding was solely directed on developing writing through the extended implementation of the Writing Project. This has had an impact on the writing standards of those pupils eligible for Jersey Premium where results show that pupils, as a cohort, made 7 months accelerated progress.</p>												
Boosting Reading @ Primary	Each selected pupil will receive three 1:1 reading sessions for 10 weeks with a trained member of staff.	<p>This strategy has had a huge impact on standards in Reading across the school. This has been achieved by ensuring selected pupils receive an extra 45 minutes per week reading time in addition to the regular reading opportunities pupils already have. This strategy has also improved pupil's ability to infer, have a deeper understanding of a text and be able to justify their responses.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Cohort 1:</u></th> <th style="text-align: left;"><u>Cohort 2 &amp; 3</u></th> </tr> </thead> <tbody> <tr> <td>Average progress of cohort was:</td> <td>Average progress of cohort was:</td> </tr> <tr> <td>7 Benchmark levels</td> <td>7 Benchmark levels</td> </tr> <tr> <td><b>Accuracy:</b> 9 months progress</td> <td><b>Accuracy:</b> 12 months progress</td> </tr> <tr> <td><b>Rate:</b> 7 months progress</td> <td><b>Rate:</b> 3 months progress</td> </tr> <tr> <td><b>Comprehension:</b> 18 months progress</td> <td><b>Comprehension:</b> 20 months progress</td> </tr> </tbody> </table>	<u>Cohort 1:</u>	<u>Cohort 2 &amp; 3</u>	Average progress of cohort was:	Average progress of cohort was:	7 Benchmark levels	7 Benchmark levels	<b>Accuracy:</b> 9 months progress	<b>Accuracy:</b> 12 months progress	<b>Rate:</b> 7 months progress	<b>Rate:</b> 3 months progress	<b>Comprehension:</b> 18 months progress	<b>Comprehension:</b> 20 months progress
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Additional adult in the Reception environment – quality speaking and listening focus  IMPACT – (Speaking and Listening)	<p>Additional adult to develop language through five key strategies: storytelling, providing a running commentary, recount, developing language displays, vocabulary/modelling language structures</p> <p>IMPACT- (Speaking and Listening) Groups of 4 parents accompanied by their children observe the teacher using resources to promote communication and language at home. Specific focus on storytelling and extending vocabulary. Parents will attend 3 sessions.</p>	<p>The role of having an additional adult in Reception has continued to evolve throughout this calendar year and targets pupils who have a language delay and are eligible for Jersey Premium. The additional adult has been upskilled by completing the 'Language for Life Course' and attending language promoting courses, including 'Helicopter Stories' and 'Early Excellence Training.'</p> <p>8 Parents attended the 3 IMPACT sessions which were led by the Reception teachers throughout the Summer Term. Parents completed feedback forms which stated:</p> <ul style="list-style-type: none"> <li>• <i>Impact has also helped build a lot of confidence and helped myself in helping him learn</i></li> <li>• <i>The impact sessions make it fun and easier to support my child in his learning. Also I have learnt a lot.</i></li> </ul> <p>Due to the positive feedback from these sessions, this approach will be offered to the whole cohort in Summer 2019.</p> <p>These strategies have had a significant impact on the attainment of all pupils, with a significant rise in both the amount of Jersey Premium and Non Jersey Premium reaching the Early Learning Goals in the Communication and Language strand. (see data below)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th style="text-align: left;">Whole cohort</th> <th colspan="2" style="text-align: left;">Jersey Premium</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: left;">% of pupils who reached the ELG in July 2018 (2017 data)</td> <td style="text-align: center;">JP</td> <td style="text-align: center;">Non JP</td> </tr> </tbody> </table>		Whole cohort	Jersey Premium			% of pupils who reached the ELG in July 2018 (2017 data)	JP	Non JP				
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				(2017 data)	(2017 data)
		Speaking	74% (54%)	65% (54%)	78% (54%)
		Understanding	72% (46%)	65% (46%)	76% (46%)

Other approaches		
Intervention and cost	Description	Impact
Parent Engagement Worker	Trained member of staff provides parenting support for 7 hours per week.	<p>This role has provided regular support for families throughout the year. There has been positive feedback from parents involved and this early intervention has prevented some cases from escalating to Children Service involvement.</p> <p>This member of staff has also ensured that the school has a positive relationship with the families which has led to some 'hard to reach' parents being engaged in learning projects such as REAL and IMPACT.</p>
Residential Experiences & Enrichment Projects	French Trip Clarinet Lessons Art Enrichment	<p>It is important to us at Plat Douet School that our children receive a rich and varied experience that expands their horizons. They need the opportunity to become independent from their home environment and experience a range of activities that are not part of the school curriculum e.g. abseiling and visiting a French market. This ensures that they become resilient and be open to the challenges that are offered. We subsidise the cost of the French residential trip for our Jersey Premium pupils to ensure all children can have these experiences.</p> <p>Year Five have worked with teachers from the Music Service which led to all of the pupils learning how to play the clarinet. This was extremely successful and the pupils performed in a concert at the end of the term for their parents. This had an impact on the children's confidence.</p> <p>A small group of Y6 pupils took part in ukulele lessons during the 2017-18 academic year. All children enjoyed learning a new skill and parents commented positively about the experience after these pupils performed a number of pieces of music during the Key Stage 2 Carol Service.</p> <p>Furthermore, we have had an Art specialist work with classes. He was an inspirational artist who has overcome many personal barriers which he discussed with the pupils during the sessions. His work had a positive effect on pupil's self-esteem and aspirations.</p>
Breakfast Club	Pupils receive a funded place to ensure high quality provision outside of the school day supporting healthy life choices.	The school has ten spaces at Breakfast club available to them each term. Pupils are selected by the Jersey Premium Strategy team and offered a free place. This has had a positive impact on several pupils and ensuring they are well prepared for the start of the school day.

The 2018 Jersey Premium review clearly shows that individual strategies the school has put in place have had a positive gains and in some instances significant impact on pupil outcomes.

The End of Key Stage data below shows the percentage of pupils who were working 'Within Phase' in July 2017 after two terms of Jersey Premium funding.

<b>Performance of pupils - End KS1</b>			
	<b>Actual results – Working within Phase</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
ALL PUPILS	94%	87%	100%
JERSEY PREMIUM PUPILS	90%	84%	100%
NON JERSEY PREMIUM PUPILS	100%	91%	100%

<b>Performance of pupils - End KS2</b>			
	<b>Actual results – Working within Phase</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
ALL PUPILS	95%	95%	98%
JERSEY PREMIUM PUPILS	93%	93%	96%
NON JERSEY PREMIUM PUPILS	96%	96%	100%