



### **Jersey Premium at Plat Douet** **2019**

This year we received a budget of £167,765.

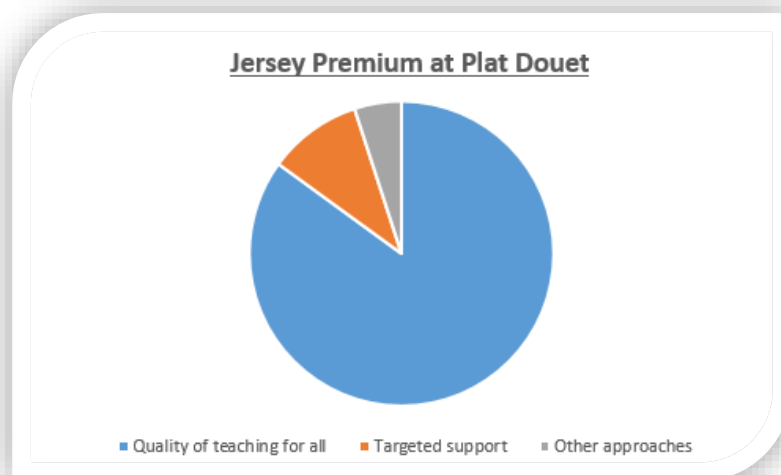
The school strategy was carefully planned with the aim of achieving four desirable outcomes:

- A. To help enable pupils reach their full potential in English and Maths through high quality teaching.
- B. To develop meta-cognitive and co-operative learning strategies.
- 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. Parents develop their knowledge & understanding of supporting their children's learning at home.

### **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
<p>Implement a new metacognitive approach to delivering maths sessions.</p> <p>Introduce 'Co-operative learning strategies' to work alongside metacognition.</p>	<p>Key members of staff will have attended training in the UK to develop their understanding of a metacognitive approach to learning.</p> <p>External training from Kagan Online to further develop co-operative learning strategies.</p> <p>Opportunities for all staff to observe metacognition and co-operative learning at Rosendale Primary School.</p>	<p>All staff were trained in using a metacognitive approach to teaching mathematics and were given support to develop this initiative throughout the planning and practice phase. During the 2019 external maths review, it was noted that the school had adopted a 'lesson structure that works and good practice through effective metacognition'.</p> <p>Through the use of these new approaches, all pupils have made expected progress. Jersey Premium pupils from Y1-Y6 have made above expected progress (average of 3.04 points per pupil) with a strong indication that progress will further accelerate during the 2019-20 academic year.</p>
Peer Observations	Key Stage observations and feedback sessions.	<p>Each member of staff observed two other teachers within their Key Stage.</p> <p>They were asked to rate the process, both as an observer and as a class teacher, based on the following two questions:</p> <ul style="list-style-type: none"> <li>➤ Will the process impact on your classroom practice?</li> <li>➤ Will the process benefit pupils?</li> </ul> <p>Staff felt that this was an extremely beneficial opportunity for professional development and this was shown in the average scores.</p> <p>The 'class teachers' average score was 9/10. The 'observers' average score was 9/10.</p>
English lead teacher	<p>Create an English Lead Teacher position with the main emphasis on mentoring and coaching. This will include implementing the Hampshire model for writing.</p> <p>Facilitate Hampshire literacy lead to come to school (from the UK) and deliver training and support planning using text drivers and sustained opportunities for pupils to write.</p> <p>Place English Lead Teacher in class to support the professional development of teachers and give extra in-class tuition for the pupils.</p> <p>Timetable so that the English Lead Teacher is able to support other aspects of the English curriculum such as reciprocal reading (Y4,5, &amp; 6).</p> <p>Give the English Lead Teacher and the English coordinator opportunity to develop the subject as a whole e.g. update policy.</p> <p>Monitor and evaluate as a team various aspect of English teaching and learning within the school.</p>	<p>Teachers included in the first round of supported peer teaching (including mentoring and coaching opportunities) feel upskilled to deliver and create a writing programme that facilitates writing.</p> <p>HIAS external audit identified positive outcomes.</p> <p>Planning has been created with support for writing and teachers have grown in confidence to plan many aspects independently.</p> <p>Reciprocal reading. Specific teachers are trained in supporting and delivering the reciprocal reading programme.</p>

Pupil Conferencing	<p>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.</p> <p>The focus of these sessions is maths, reading or writing.</p>	<p>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.</p> <p>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.</p> <p>Evidence is presented in the pupils Maths and English books of the progress made in these sessions.</p>
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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>The Writing Project has had an impact on the writing standards of those pupils eligible for Jersey Premium where results show that pupils, as a cohort, made accelerated progress.</p>																																
Additional Staffing / IMPACT in Reception	<p>An additional Teaching Assistant in Reception focussing on Language development.</p> <p>IMPACT for Speaking &amp; Listening - a group of 4 parents accompanied by their children observe the teacher using resources to promote communication and language at home. These sessions had a specific focus on storytelling and extending vocabulary.</p>	<p>The school funded an additional adult to support language development in the continuous provision within the Reception area. This role has evolved throughout this calendar year and targets pupils who have a language delay and are eligible for Jersey Premium. In addition to this the Foundation Stage Manager led IMPACT sessions focussing on improving vocabulary and sentence structures which were gaps in the data for the chosen pupils.</p> <p>These strategies have had a significant impact on closing the gap between Jersey Premium and non-Jersey Premium pupils reaching the Early Learning Goals in the Communication and Language strand. <i>(see data below)</i></p> <p>Data from before the initiative</p> <table><tr><th></th><th>Whole cohort</th><th colspan="2">Jersey Premium</th></tr><tr><th></th><th>% of pupils who reached the ELG in July 2017</th><th>JP</th><th>Non JP</th></tr><tr><td>Speaking</td><td>54%</td><td>54%</td><td>54%</td></tr><tr><td>Understanding</td><td>46%</td><td>46%</td><td>46%</td></tr></table> <p>Since the introduction of the initiative</p> <table><tr><th></th><th>Whole cohort</th><th colspan="2">Jersey Premium</th></tr><tr><th></th><th>% of pupils who reached the ELG in July 2019</th><th>JP</th><th>Non JP</th></tr><tr><td>Speaking</td><td>71%</td><td>71%</td><td>71%</td></tr><tr><td>Understanding</td><td>85%</td><td>81%</td><td>87%</td></tr></table>		Whole cohort	Jersey Premium			% of pupils who reached the ELG in July 2017	JP	Non JP	Speaking	54%	54%	54%	Understanding	46%	46%	46%		Whole cohort	Jersey Premium			% of pupils who reached the ELG in July 2019	JP	Non JP	Speaking	71%	71%	71%	Understanding	85%	81%	87%
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Other approaches		
Intervention and cost	Description	Impact
Residential Experiences & Enrichment Projects	French Trip Clarinet Lessons Violin Lessons	<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 Three and Year Five have worked with teachers from the Music Service which led to all of the pupils learning how to play the clarinet and violin. 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>
Breakfast Club	<p>Establish a breakfast initiative that will allow pupils to attend prior to the school day and which provides a healthy start to the day.</p> <p>Work with Public Health Department to resource and devise a health option for breakfast.</p> <p>Invite Environmental Health to ensure the kitchen and serving facilities are suitable to provide breakfast for a large amount of pupils.</p> <p>Restructure the kitchen to facilitate delivering cooked options at breakfast.</p> <p>Timetable current staff to support breakfast club.</p> <p>Create a policy and write a risk assessment.</p> <p>Train staff who will be supporting breakfast club and ensure appropriate courses such as food hygiene are undertaken.</p> <p>Work with other agencies such as Jersey Sport and Jersey Dairy who help provide resources and support.</p>	<p>Parent survey identified outstanding support for the Breakfast Initiative. (see survey results)</p> <p>Pupils who previously had punctuality issues are coming to school early to be part of the Breakfast initiative.</p> <p>Relationships between pupils and staff have been noted as having improved.</p> <p>Pupils who have usually had issues settling in to the morning school routine have done so with ease since attending the breakfast initiative.</p> <p>Numbers have been consistent with approximately 80 to 120 pupils attending daily.</p>

The 2018/19 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.

Performance of pupils - End KS1 2019			
	Actual results – Working at Developing/Secure		
	Reading	Writing	Maths
ALL PUPILS	92%	84%	80%
JERSEY PREMIUM PUPILS	84%	80%	72%
NON JERSEY PREMIUM PUPILS	96%	86%	84%

Performance of pupils - End KS1 2020 (predicted)	
	Actual results – Working at Developing/Secure

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
ALL PUPILS	95%	93%	95%
JERSEY PREMIUM PUPILS	93%	93%	93%
NON JERSEY PREMIUM PUPILS	95%	93%	95%

<b>Performance of pupils - End KS2 2019</b>			
	<b>Actual results – Working at Developing/Secure</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
ALL PUPILS	80%	77%	75%
JERSEY PREMIUM PUPILS	68%	63%	63%
NON JERSEY PREMIUM PUPILS	88%	88%	84%

<b>Performance of pupils - End KS2 2020 (predicted)</b>			
	<b>Actual results – Working at Developing/Secure</b>		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
ALL PUPILS	75%	75%	86%
JERSEY PREMIUM PUPILS	75%	75%	69%
NON JERSEY PREMIUM PUPILS	75%	75%	94%