

1. Summary information					
School:	Plat Douet				
Calendar Year	2020	Total JP budget	Initial Figure: £180,850 (5 x CLA @ £2000 / 170 pupils x £1005)	Date of most recent JP Review	Jan '20
Total number of pupils	445	Number of pupils eligible for JP	175	Date for next review of this strategy January	Jan '21

2. Current attainment						
	<i>Pupils eligible for JP</i>			<i>Pupils not eligible for JP</i>		
% of the current Y2 pupils who are predicted to achieve 'Year 2 Developing or Secure' in July 2020 in reading, writing & maths	R – 93%	W – 93%	M – 93%	R – 95%	W – 93%	M – 95%
% of the current Y6 pupils who are predicted to achieve 'Year 6 Developing or Secure' in July 2020 in reading, writing & maths	R – 75%	W – 75%	M – 69%	R – 75%	W – 75%	M – 94%

3. Barriers to future attainment (for pupils eligible for JP)	
A.	A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect
B.	A lack of metacognitive strategies
C.	Emotional wellbeing – this can impact on behaviour for learning
D.	Limited cultural capital and enrichment – lack of experiences limits language and understanding
E.	Family circumstances e.g. support from outside agencies or long working hours.
F.	Low pupil attendance (currently 13 pupils have attendance below 90%)

4. Desired outcomes		Success criteria
A.	To help enable pupils to reach their full potential in English and Maths through high quality teaching.	<p>The progress of pupils in receipt of the Jersey Premium in English and Maths, matches, or is rapidly improving towards, that of other pupils with the same starting points.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1. Pupils taking part in the BR@P (Reading Strategy) will make accelerated progress equivalent to or greater than 9 Benchmark levels during the 10-week strategy. 2. Each cohort participating in the 'Writing Project' will make a minimum 4 months accelerated progress over the 15 weeks. 3. 75% of JP pupils in Reception will make accelerated progress and be judged to have met the ELG in Listening & Attention / Understanding / Speaking through the effective deployment of an additional Teaching Assistant for 15 hours per week. 4. Further develop the implementation of the HIAS approach to English and continue the monitoring visits from HIAS 5. Continue to embed co-operative learning within teaching
B.	To develop meta-cognitive and co-operative learning strategies	Pupils have developed metacognitive and self-regulation strategies in order to improve their resilience and understanding of themselves as a learner.

C.	To enrich the curriculum and pupils access to extra curricular activities to ensure the pupils are able to participate and be given the opportunities to experience new and challenging activities.	Jersey Premium pupils will be inspired by having had access to a wider range of musical, artistic and outdoor learning experiences.
D.	Parents develop their knowledge & understanding of supporting their children's learning at home.	<p>Parents will have accessed the workshops on offer. The majority of "hard to reach" parents will attend the sessions which will result in a positive impact on children's learning and development. We would expect:</p> <ol style="list-style-type: none"> 1. 80 % of JP parents to attend the Reception IMPACT sessions for Reading and Maths. 2. 80% of parents, including all Jersey Premium children to attend the Reception IMPACT sessions for Speaking & Listening. 3. 100% of selected JP parents will have gained confidence in supporting their child with speaking, writing, reading and mathematics at home.(REAL project in Nursery) 4. JP parents will be targeted to participate in the Triple P Parenting seminar and workshops.

5. Planned expenditure					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Who/when will you review implementation?
To help enable pupils to reach their full potential in English and Maths through high quality teaching.	<p>Further embed 'Co-operative learning strategies' to work alongside metacognition.</p> <p>Offer staff the opportunity for high quality external training during INSET sessions.</p>	Research – Kagan Co-operative	<p>Staff meeting time to cascade knowledge and strategies to be implemented.</p> <p>Staff meeting time for teachers to reflect/discuss their delivery of metacognitive and co-operative learning strategies.</p> <p>Opportunities for all staff who have not visited Rosendale to observe metacognition and co-operative learning at Rosendale Primary School.</p> <p>Further external training from Gavin Clowes, Kagan Online to further develop co-operative learning strategies.</p>	<p>J.J. Gallichan L.Perree L. Achler</p> <p>P. Walker D. Maindonald J. Gallichan L. Perree</p>	All staff Spring Term / Summer 2020
To help enable pupils to reach their full potential in English and Maths through high quality teaching.	Staff to be involved in high quality CPD both on and off Island.		<p>All teachers to be allocated 45 minutes to further their knowledge in a specific area through a weekly reading session.</p> <p>Staff meeting time for teachers to share their research findings.</p> <p>SLT to attend Leadership courses.</p> <p>Subject Leaders to attend training and create action plans for their own subject areas.</p>	D. Maindonald	March 2020 June 2020

To help enable pupils to reach their full potential in English and Maths through high quality teaching.	English Lead Teacher to support the development of classroom practice.		English Lead Teacher (0.8FTE) to attend the 'Outstanding Teacher Programme' alongside the English Subject Lead. ELT to plan and deliver sessions with teachers to further develop the HIAS approach. Staff questionnaire pre and post support.	S. Turner H. Fox	Dec 2020 (P. Walker)
Parents develop their knowledge & understanding of supporting their children's learning at home.	IMPACT - Reading (Reception whole cohort) Groups of 6 parents accompanied by their children observe the teacher leading a guided reading session.	In the previous 2 years of delivering Impact sessions parents have reported increased confidence and knowledge in how to read with their children.	Sessions have been scheduled with cover provided. Foundation Stage Manager to monitor parental feedback forms.	Sarah Cardwell	Spring 2020
To help enable pupils reach their full potential in English and Maths through high quality targeted support.	Pupil conferencing – all premium pupils in Y1-Y6 1:1 or small group session with their class teacher focussing on maths, reading or writing.	Sutton Trust (EEF) and AfL research showed that targeted and specific individual feedback has a high impact on pupil's learning.	Weekly, focussed sessions are timetabled and high quality supply teachers cover classes. Staff meeting time to be given to ensure there is a consistent approach. School to create a bank of video footage which showcase high quality conferencing sessions.	P. Walker	March 2020 December 2020 Lead Teacher to observe at least 1 conferencing session during Summer/Aut Term Monitor impact of conferencing on learning progress during book looks every 2 weeks.

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To help enable pupils reach their full potential in English through high quality teaching.	Boosting Reading @ Primary	Data from previous cohorts (2017-19) evidences significant and accelerated progress for pupils who have received Boosting Reading@Primary'	Trained Teaching Assistants deliver the programme. Sessions are timetabled (3 sessions per week + planning time) Pre and post assessment (YARC & Benchmark) Co-ordinator has been trained.	Barbara McClemens	2020 Cohort 1 – Jan 2020 2020 Cohort 2 – April 2020 2020 Cohort 3 – September 2020 (approx. 78 chd)
To help enable pupils reach their full potential in English through high quality teaching.	Wellcomm – Pupils screened individually. Targeted Speech and Language intervention groups and use in class.	This scheme has been developed by a team of speech and language therapists. The Wellcomm scheme is based on the “Time To Talk” project and has been piloted across a wide range of settings across the Borough of Sandwell and thus been robustly researched and validated, using a data base that recorded the status of over 7000 children and the subsequent progress of over 2000 children over the first two years. All staff taking part in the Pilot study were asked for feedback via a questionnaire regarding the use of Wellcomm and 78% gave positive feedback.	Teaching Assistants/Teachers to carry out pre Wellcomm assessment to identify those pupils who are below expectations. SENCo to meet with key staff to establish weekly support programme which will be timetabled.	Amanda Walker Sarah Cardwell	May 2020 July 2020 November 2020 SENCo to collect data (pre and post intervention) and analyse the impact of the programme. SENCo to observe sessions regularly throughout the term

<p>To help enable pupils reach their full potential in English and Maths through high quality teaching.</p>	<p>Additional adult in the Reception environment – quality speaking and listening focus</p> <p>Five key strategies: storytelling, providing a running commentary, recount, developing language displays, vocabulary/modelling language structures.</p>	<p>Data shows that certain children are arriving at school with a delay in their language and communication.</p> <p>Quality speaking and listening during the children's play and learning has been shown to have a significant impact on their language development.</p> <p>Tackling the Language Gap' Kate Atkins, Rosendale Primary School from 'Learning without Labels' edited by Marc Rowland.</p>	<p>An adult will be present at all times in the continuous provision to interact with groups of children.</p> <p>Staff will be made aware of children receiving pupil premium and children with Speech and Language needs.</p> <p>Staff training to ensure consistency in approach.</p> <p>Staff attending external training (e.g. Early Excellence, Helicopter Stories..)</p>	<p>Sarah Cardwell</p>	<p>April 2020 July 2020 November 2020</p>
<p>Parents develop their knowledge & understanding of supporting their children's learning at home.</p>	<p>REAL project – All Nursery staff to deliver the programme.</p> <p>All nursery parents and their children (in groups of 8) will be invited to at least one event per term, led by the Nursery team.</p> <p>In the spring term, 3 parents will be visited in their home environment by Mrs Wilson to lead a series of activities linked to maths.</p> <p>In the summer and autumn terms, 3 cohorts of 3 parents will be visited in their home environment and the Nursery team to lead a series of activities including mark making, books, speaking and print in the environment.</p>	<p>Parents lack confidence in supporting their children with speaking, writing, reading and maths at home.</p>	<p>Sessions will be scheduled, by the Nursery teacher, with cover provided.</p> <p>Parent Engagement Worker, Kelly Wilson, has 2 hours timetabled weekly for REAL activities. She will mentor the other two Nursery officers.</p>	<p>Amanda Walker</p>	<p>July 2020</p> <p>Foundation Stage Manager to monitor the sessions and parental feedback.</p>

Parents develop their knowledge & understanding of supporting their children's learning at home.	Triple P Parenting Programme Two trained members of staff (school parenting link and external Family Support Worker) will deliver termly seminars and follow up workshops on a range of support strategies e.g. Raising confident, competent children.	Triple P is a well-researched national recognised programme which is being supported by the Education Department.	Written feedback (via questionnaire) will be positive. The school will target and encourage individual parents to attend the seminar and workshops.	Kelly Wilson	July 2020 December 2020
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To enrich the curriculum and pupils access to extra-curricular activities to ensure the pupils are able to participate and be given the opportunities to experience new and challenging activities.	Y5 Trumpet Lessons (Whole cohort) Large variety of extra-curricular enrichment activities	Extra-curricular experiences raise self-esteem and aspiration.	Two experienced music teachers from JMS will deliver the teaching of trumpet. An experienced music supply teacher will deliver the ukulele lessons. These sessions are run by qualified teachers and Sports Coaches.	P. Walker	July 2020 July 2020 Dec 2020