

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 | 431 |
| Proportion (%) of Jersey Premium eligible pupils | 37% |
| Academic year/years that our current Jersey Premium strategy plan covers | 2023 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Phil Walker |
| Jersey Premium lead | Beth Minihane & Davinia Gill |

Funding overview

| Detail | Amount |
|--|--------|
| Jersey Premium funding allocation this academic year | £ |

Part A: Jersey Premium strategy plan

Statement of intent

At Plat Douet Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can be the best they can be, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Jersey Premium. Some specific interventions and school initiatives have been made possible by allocating the Jersey Premium and/or LPA funding.

Our strategies target the individualised needs of our children in receipt of Jersey Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Jersey Premium. School leaders at Plat Douet Primary School are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Staff turnover – momentum of strategies |
| 2 | The prime area of Communication and Language is low on entry |
| 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 | Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures |
| 5 | Closing the vocabulary gap for those who have limited experiences |
| 6 | 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 |
|--|--|
| <p>A. To help enable pupils reach their full potential in English and Maths through high quality teaching.</p> | <ul style="list-style-type: none"> • 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. • |
| <p>B. To develop meta-cognitive and co-operative learning strategies.</p> | <ul style="list-style-type: none"> • All pupils will be able to use 'cooperative strategies' which will have a positive impact on their learning. • Teaching and Learning will be consistent throughout the school. |
| <p>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.</p> | <ul style="list-style-type: none"> • 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. |
| <p>D. Parents develop their knowledge & understanding of supporting their children's learning at home.</p> | <ul style="list-style-type: none"> • Parents support their children's learning and have confidence in supporting new concepts. • Home school communication and partnership develops to demonstrate greater effectiveness. |

Activity in this academic year - Teaching

Budgeted cost: £

| 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 both Jersey Premium Leads will be allocated an SA1. | 1,2,3,4,5,6 |
| Conferencing / specialist teaching | The evidence shows +6 months by providing effective feedback to children (EEF). Small group tuition has an average impact of four months' additional progress over the course of a year. This is a highly structured approach. | 1,3,4,5 |
| 1:1 feedback time | The evidence regarding the timing and frequency of effective feedback is inconclusive. On the one hand, immediate feedback may be effective as it could prevent misconceptions from forming early on. However, delayed feedback could also be beneficial as it may force pupils to fully engage with the work before being given an answer. In turn, this may lead to them working hard to retrieve information they've already learned, which could help pupils to remember more of the learning. The review that informs this guidance found that feedback interventions delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment. No studies were found where feedback was given over a week after the learning. <i>EEF (online) Teacher feedback to improve pupil learning guidance report.</i> | 2,4,5,6 |
| Coaching | To support staff development, coaching through 'Walkthrus' has been introduced. The approach has received praise from leading educationalists such as Dylan Williams, Mary Myatt and a number of Headteachers. | 1,3,4,5,6 |
| Foundation Teacher | On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF) | 2, 4, 5 |
| DSL / Teaching and Learning Support | This role has been created so that Team Teaching can be used throughout the school. This role should also enable the Headteacher & Deputy Headteacher spend more time in classrooms supporting teaching and learning. | 1,3,4,5,6 |

Activity in this academic year - Targeted academic support

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| SALT | <p>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.</p> <p>Staff knowledge and skills of language acquisition will expand which will support all pupils in the learning environment.</p> <p>The classroom community will be able to communicate effectively and improve academic potential.</p> <p>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.</p> | 2,4,5 |
| Wellcomm | <p>Provides a research-based toolkit for staff to use to develop speech and language.</p> <p>Develops practitioners' knowledge and skills.</p> <p>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.</p> <p>Offers a range of customised intervention activities which helps language development.</p> | 2,4,5 |
| Small group support (R/R, Reading for Fluency, Reading Response, BR@P) | <p>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</p> <p>develop reading comprehension strategies have an impact of +6 months and one-one tuition have an impact of + 5 months, having high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant</p> | 2,4,5 |
| Peer tutoring | <p>Peer tutoring can be applied among the students of the same age group or students from different age groups. The students learn from each other in an organized way through the process. It is a well-organized and beneficial learning experience in which one-student acts as the tutor or teacher and the other one serves as the tutee or learner. Peer tutoring creates an opportunity for the students to utilize their knowledge and experience in a meaningful way. In this process the tutors reinforce their own learning through reviewing and reformulating their knowledge. On the other hand, the learner or tutee gets one on one attention. Peer tutoring enables both tutor and tutee to gain self-confidence, the tutor by observing self-competence in his or her capability to help someone and the tutee by gaining positive reinforcement from the peers. Therefore, peer tutoring has a very positive impact on the process of learning</p> <p><i>Ali et al. (2015) Impact of Peer Tutoring on Learning of Students Journal for Studies in Management and Planning, Vol 1, Issue 2</i></p> | 2,4,5 |

Activity in this academic year – Wider strategies

Budgeted cost: £

| 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. The school have arranged private tuition for a number of pupils to enable them to continue after the curriculum lessons. | 3 |
| Summer School | <p>Research indicates that summer schools develop social understanding, increases academic skills and learning, increases confidence, and promotes physical activity.</p> <p>Reverses summer holiday learning loss and promotes pupils succeeding in their learning targets.</p> <p>Supports vulnerable pupils and their families.</p> <p>Allows pupils to learn new skills, stay motivated, alleviate summer boredom, and maintain academic skills.</p> | 1,2,4,5 |
| Nurture Provision | <p>To provide pupil's accessing the provision a safe bespoke environment that develops social and emotional skills with their peers and staff.</p> <p>To tailor learning to meet their needs.</p> <p>To allow access to the curriculum and remove barriers to learning.</p> <p>To provide role modelling of social interactions and support emotional literacy development. To develop positive relationships and well-being.</p> | 3,4,5,6 |

Total budgeted cost: £