

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	St Lawrence
Number of pupils in school	204
Proportion (%) of Jersey Premium eligible pupils	15%
Academic year/years that our current Jersey Premium strategy plan covers	2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	
Jersey Premium lead	Amory Charlesworth

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£42,510
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,725

Part A: Jersey Premium strategy plan

Statement of intent

All pupils, irrespective of background, who attend St Lawrence School experience meaningful success across the formal and informal curriculum. This starts in the Early Years, and runs right through pupils' time at school.

Developing teacher expertise and capacity to ensure pupils experience meaningful success every day is central to this plan.

Working with external partners who provide learning opportunities to both children and staff, adds to the capacity and expertise offered by the school. Leaders focus on the appropriateness and quality of the provision when thinking about success for all.

Research from DfE (2015) and EEF (2017) shows that the greatest impact on disadvantaged children is what happens in the classroom on a daily basis.

A broad and balanced curriculum is especially important for those children who come from disadvantaged backgrounds, as a narrowed curriculum could result in restricting children's life choices and opportunities.

Our curriculum at St Lawrence is broad and balanced. We are currently working on the sequencing of our knowledge based curriculum so that **teaching always builds upon what pupils already know, understand and can do**. Evidence suggests that primary schools who do well in achieving high standards in core subjects such as literacy and numeracy, do so because of the work they do to develop all subjects. Whilst standards in the core subjects at St Lawrence are high, we are always striving to do even better.

St Lawrence school has a long tradition of excelling in Sports. We have noticed that the highest levels of fitness are often the reserve of a small minority of children whose parents involve them in sports clubs out of school. For this reason, we have introduced step counters for KS2 children so that they can develop their own fitness levels at play-times. We have also introduced Sports Bugs to lunchtime play two days a week, enhanced the sports offer to our Early Years provision and given financial support for children to attend extra-curricular sports clubs.

The average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional three months progress (EEF). It is also important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Although improved outcomes have been identified in English, maths and science, wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. St Lawrence JP funding will provide a weekly art club for up to 18 children, a weekly choir for up to 20 children and a weekly recorder ensemble for up to 20 children.

Approaches that deliver instruction through teaching assistants or in small groups have positive effects and this is a cost-effective solution to delivering targeted support. For one-to-one tuition led by teaching assistants, interventions are likely to be beneficial if they are experienced, well trained and supported. St Lawrence JP funding provides an experienced teaching assistant for targeted support, either one to one or small group,

helping children with reading comprehension, phonics, speech and language, writing and maths.

The average impact of behaviour interventions is four additional months' progress over the course of a year. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role play and re-hearsal (EEF). St Lawrence JP funding provides staff training, pupil training and ongoing support for a Peer Mediation scheme in which older children mentor younger children to help them resolve conflicts. Younger children are encouraged to develop their self-control, emotional awareness and interpersonal problem-solving skills in a range of ways, including through the evidence based PATHS programme.

Our ultimate objective for all pupils, including those entitled to Jersey Premium funding, is that they should develop into responsible, independent and successful children. It is important to us that children can connect what they do at school to the real world and that they learn how to think creatively and solve problems, both independently and collaboratively. As such, we enable them to take on responsibilities, to make choices about their learning and to find out their own interests and fascinations.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some children do not have equal access to spiritual, moral, social and cultural development</i>
2	<i>Some children find the expectations of their year group in reading, writing and maths to be a particular challenge</i>
3	<i>Some children do not have equal opportunities to develop their Aspiring physical literacy</i>
4	<i>Some children do not have equal opportunities to experiences of arts participation using high quality resources to create with</i>
5	<i>Some children do not have opportunities to develop their self-control, emotional awareness and interpersonal problem-solving skills as much as others</i>

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
Children have a well sequenced, knowledge rich curriculum.	Subject evaluations show that children increasingly learn new knowledge and skills systematically across a broad and balanced curriculum, with strong cross curricular learning in English and Maths
Children are motivated to be increasingly active at playtimes	Children make improvements to their fitness level across 3 terms, measured by their bleep test results
Children entitled to JP funding in KS2 have access to Choir, recorder ensemble and Art club, both led by specialist teachers	Children who choose to attend Choir, recorder ensemble or Art Club report that it helps their sense of wellbeing and they can reflect on how their participation makes them feel more positive in general
1:1 and small group tuition helps children entitled to JP funding who have SEN make consistently good progress	At key assessment points, all children (including those entitled to JP funding who have SEND) make confident progress towards year group expectations
Children in Year 5 and Year 6 learn peer mediation skills which help them to mediate disputes and resolve conflicts for their peers	Younger children feel well supported at playtimes by their peer mediators
Children in Reception, Year 1 and Year 2 develop their self-control, emotional awareness and interpersonal problem-solving skills	Younger children use the skills taught through the PATHS programme to manage conflict

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,440

£1440 for 1 day1 release per half term for subject lead curriculum development (KG)

£3500 (2 hours a week) for English and Maths subject leaders release (VW)

£3500 (2 hours a week) for class teacher release to sequence their knowledge rich curriculum for all subjects (KMCA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All subject leaders will ensure that teachers are completely familiar with how the curriculum is sequenced so that teaching always builds upon what pupils already know, understand and can do. A great starting point for this next step in our curriculum development is the work going on at https://www.knavesmireprimary.co.uk/</p> <p>Look at 2 days release per half term for this, plus staff meeting and 1:1 time to feedback and embed £2880</p> <p>Core subject leaders will have 2 hours release per week to monitor teaching, learning and pupil progress £6912</p> <p>Class teachers will have 2 hours a week on a rolling programme to work on sequencing their knowledge rich curriculum for all subjects as well as English and Maths £3456</p>	<p>In the Knowledge Rich approach, curriculum leaders have carefully and deliberately planned the focus and sequencing of the baseline information that their pupils need to absorb and remember in order to learn, later, the more complex aspects of any topic. A series of building blocks lays a solid foundation on which can be constructed layers of more detailed, complex and specific information, in such a way that key links and connections can be easily understood so as to facilitate a secure grasp of subject matter. As E.D. Hirsch showed in “Why Knowledge Matters”, this result wasn’t just something asserted anecdotally by pupils and their teachers; it can be seen in standardised tests scores wherever the anti-knowledge approach has been adopted. (Parents and Teachers for Excellence)</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,242

£7200 for 10 hours a week TA support for writing and maths support in Y2

£4300 for 6 hours a week to support additional needs 1:1 or small group throughout the school

£27.50 a week for 30 mins recorder ensemble tuition for most able players (x27 weeks=£742.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y2 additional support/structured interventions in writing lessons daily (5 hours)	EEF states that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	2
Y2 additional support/structured interventions in maths lessons daily (5 hours)		2
KS2 recorder ensemble tuition for most able players	The average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional three months progress (EEF). It is also important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,043

- £700 for 28 Fit Bits
- £6,300 for Sports Bugs to provide 2 lunchtimes and 2 afternoons in Early Years
- £850 for children entitled to JP funding to attend Brazilian Soccer Club
- £870 for children entitled to JP funding to attend Vic's Fit Kids
- £3,780 for weekly lunchtime art club
- £1,800 for weekly lunchtime choir
- £3045 for ongoing peer mediation professional development and support
- £4,698 for after school club to provide wrap around care for children entitled to JP funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 children measure their steps each day with their FitBits</i>	<i>Research has shown that without physical literacy, children can withdraw from physical activity and sport. This can lead them to more inactivity and unhealthier choices during their lives (Kirk, 2005). People need to feel confident in activity settings to enable them to be physically active in later life. This mainly comes from learning fundamental movement and sport skills as a child.</i>	3
<i>KS1 Children engage with Sports Bugs at playtimes</i>		3
<i>Early Years children have enriched continuous provision with Sports Bugs</i>		3
<i>Individual children entitled to JP funding attend after school sports clubs.</i>		3
<i>Children in KS2 can join a weekly lunchtime art club, using high quality resources and receiving instruction from a specialist teacher.</i>	<i>There is intrinsic value in teaching pupils creative skills and ensuring all pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular which can be subject to financial barriers for pupils.</i>	4
<i>Children in KS2 can join a weekly choir, receiving instruction from a specialist teacher.</i>		4
<i>Children in Year 5 and Year 6 learn peer mediation skills which help them to mediate disputes and resolve conflicts for their peers</i>	<i>The average impact of behaviour interventions is four additional months' progress over the course of a year. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role play and rehearsal (EEF)</i>	5
<i>Selected children entitled to Jersey Premium Funding have free access to wrap around care (15:00-17:30)</i>	<i>A 2015 study by the University of Newcastle and NatCen Social Research highlights the benefits of after school clubs for children. These include: enabling children to experience success, become more positive about themselves and, for some children, enhance their confidence to participate in the classroom; enabling children to see school in a different light. School staff in the study said that children were able to see school as a place for fun and enjoyment, in addition to learning, and feel a closer bond with school,</i>	3,4,5

	<p><i>generating a sense of belonging; giving opportunities to try new things, and find activities children were good at, or even learning that it is ok to lose occasionally, instilling confidence in children; the ability to socialise with friends and make new friends was seen by parents in the study as the major benefit for children attending out of school activities. Parents valued the opportunities that arose for children to mix with children of different ages, and from different cultures. This was felt to increase children's happiness, and widen their experiences; parents told researchers of the study that taking part in out of school activities enabled their children to be active and let off steam, so that they could ultimately arrive home in a relaxed and calm state.</i></p>	
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Total budgeted cost: £ 42,725

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2020 to 2021 academic year.

Teaching projects (£14,904)

Project and Rationale	Impact
<p>Aim: Children have a broad, rich, rigorous curriculum that supports their spiritual, moral, social and cultural development.</p> <p>Activity: Subject leaders will work with SLT to monitor and review their subjects, ensuring that children acquire knowledge and can articulate their learning using the correct vocabulary. Action planning will impact on the effectiveness of teaching in each subject (see JP school improvement release schedule).</p> <p>Cost: £14,904</p>	<ul style="list-style-type: none"> • A Subject Leader policy has been co constructed with teaching staff, leading to a shared understanding of a range of leadership activities that can lead to improvements • In 2023, every subject had an action plan that supported the school improvement plan in 2023 • Every subject has a policy, co constructed with staff. These include a vision statement as well as opportunities to develop SMSC within the subject • The vast majority of children can articulate their learning using the correct vocabulary, as shown in weekly Headteacher drop ins and acknowledged in the school review 2023 • Curriculum planning for subjects other than English and mathematics is at a relative early stage and not all teachers are completely familiar with how some topics are sequenced. As a result, teaching does not always build upon what pupils already know, understand and can do. • Timetabling should be improved in 2024, to release subject leaders for more extended blocks of time less frequently, rather than 30 mins per week, as it has been organised this year.

Targeted academic interventions (£15,000)

Project and Rationale	Impact
<p>Aim: 1:1 and small group tuition helps children entitled to JP funding who have SEN made accelerated progress as measured by school's internal assessments</p> <p>Activity: Children entitled to Jersey Premium who are at risk of falling behind in reading and maths have 1:1 tuition or</p>	<ul style="list-style-type: none"> • In EYFS, all children entitled to JP achieved ELGs in 16 out of 17 strands. • In KS1, 3 of the 5 children entitled to JP achieved D or above in reading and 2 achieved D or above in writing and maths. It is positive that 2 of these 5 achieved S in all 3

<p><i>small group support</i> Cost: £15,000</p>	<p><i>subjects, but a tighter focus on children entitled to JP in writing and Maths could lead to better progress for this group at KS1.</i></p> <ul style="list-style-type: none"> <i>In Year 4, 2 of 2 children entitled to JP achieved D or above and 1 child achieved S in all 3 subjects.</i> <i>In Year 6, 4 of 5 children achieved D or above and between 2-4 achieved S in all 3 subjects.</i> <i>NB) other children were supported with this part of the JP strategy. The data (taken from the school data report for the cohorts schools report to the Education Department on) is reflective of the overall impact.</i>
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Wider Strategies (£15,325)

Project and Rationale	Impact
<p>Aim: <i>Children are motivated to be increasingly active at play-times</i></p> <p>Activity: <i>Children in KS2 are motivated to move more at play-times by wearing Fit Bits and having a class step count competition. This contributes to improvements in their physical literacy</i></p> <p>Cost: £600</p>	<ul style="list-style-type: none"> <i>During the Spring Term, we purchased Fit Bits for Y2 and Y5, rolling out this initiative to 4 classes this academic year. This increased the reach of the initiative from 28 children (who took part in 2021-22) to 109 in 2022-23.</i> <i>10 children out of the 13 entitled to Jersey Premium in KS2 have made improvements to their fitness in the past 18 months (measured using the bleep test) By Year 6, children's bleep test data matched the average UK data for children a year older than they are.</i>
<p>Aim: <i>Children are motivated to be increasingly active at play-times</i></p> <p>Activity: <i>Children engage with Sports Bugs at playtimes Early Years children have enriched continuous provision with Sports Bugs</i></p> <p>Cost: £6,300</p>	<p><i>Reception children, Years 1, 2, 5 & 6 say:</i></p> <ul style="list-style-type: none"> <i>"We get to play matches and it's great fun".</i> <i>"Everyone really enjoys themselves".</i> <i>"We get to play against other classes and it's fun".</i> <i>"We do fun games like dodgeball and stuck in the mud."</i> <i>"It brings all the classes together."</i> <i>"We get to play fun games and it's not the same every week."</i> <i>"I enjoy learning new things."</i> <i>"It's like training and I can get better. I like the days they are here."</i> <i>"I like playing the matches and the running games."</i> <p><i>The Nursery teacher reports:</i></p>

	<ul style="list-style-type: none"> • <i>"I like the variety, it's great at building relationships, team building and working in with others. The children learn different skills each week. Josh can hold and sustain the children's attention and pitches it just right."</i>
Project and Rationale	Impact
<p>Aim: <i>Children are motivated to be increasingly active at play-times</i></p> <p>Activity: <i>Individual children entitled to JP funding attend after school sports clubs.</i></p> <p>Cost: £1,150</p>	<ul style="list-style-type: none"> • <i>"We play games and we go on stilts. That's my favourite. Vik is very friendly."</i> • <i>"We do Gladiators, which is my favourite. We play football, piggy in the middle, running, skipping. Vik gives us a trophy if we are kind."</i> • <i>"I like the football activity. It's really fun and I really like it. We get to partner with people and I like teaching the younger ones."</i>
Project and Rationale	Impact
<p>Aim: <i>Children in KS2 will access the intrinsic benefits of a rich and stimulating extracurricular Art which could be subject to financial barriers if it was not offered by school</i></p> <p>Activity: <i>Children in KS2 will have access to a weekly Art club at lunchtime</i></p> <p>Cost: £3,780</p>	<p>During the Autumn Term 2023, this club became so popular that we needed to create a rota. 18 Y6 children attend each week during the Autumn term and a similar number of Year 5 children are in attendance during the Spring Term 2024.</p> <p>Various Year 6 children say:</p> <ul style="list-style-type: none"> • <i>"We get to do something different every week. Kelly is really good with ideas."</i> • <i>"Kelly is really kind and amazing and there's nice music."</i> • <i>"We get to do things we've never done before."</i> • <i>"It's a break from thinking about schoolwork. It's about enjoying time together with your friends not how the art turns out."</i> • <i>"I wish it was more often!"</i>
Project and Rationale	Impact
<p>Aim: <i>Children in KS2 will have access to a high quality specialist singing teacher who will teach an engaging repertoire of songs and organise public performances that will challenge the children to excel</i></p> <p>Activity: <i>Children in KS2 can join a weekly choir, receiving instruction from a specialist teacher.</i></p> <p>Cost: £1,800</p>	<p>Various Year 5 children say:</p> <ul style="list-style-type: none"> • <i>"We get to sing fabulous new songs and she teaches us some dance moves!"</i> • <i>"It so awesome! She picks really good songs. Even if we're not sure about them, they always sound really good."</i> • <i>"The harmonies she does are so perfect and sound amazing".</i> • <i>"She changes the song and makes it sound so good..."</i> • <i>"We get to do solo's, that helps us learn to speak/sing in front of people when we're not sure..."</i> • <i>"If you're not sure about your voice she makes</i>

	<i>you feel good and it fits in with the others...</i>
Project and Rationale	Impact
<p>Aim: <i>Children in Year 5 and Year 6 learn peer mediation skills which help them to mediate disputes and resolve conflicts for their peers</i></p> <p>Activity: <i>Through 2 days of training with the resolution centre and the accompanying resources, children are equipped to mediate playtime conflicts with their younger peers. Ongoing quality control and termly training updates sustain this good practice</i></p> <p>Cost: £1500</p>	<p>Various Year 5 children say:</p> <ul style="list-style-type: none"> • <i>“Loved it! We got to fun activities and taught us new things like TED and SAM...”</i> • <i>“Once we learn all that we can actually help people and that’s nice...”</i> • <i>“They were very kind people. I thought we were playing games, but we were learning...”</i> • <i>“I really liked that we got to all join in and I now feel more responsible after the training and more prepared.”</i>