

# 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	193
Proportion (%) of Jersey Premium eligible pupils	12%
Academic year/years that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	
Jersey Premium lead	Amory Charlesworth

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£41,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,907

# Part A: Jersey Premium strategy plan

## Statement of intent

St Lawrence Primary School is a happy, inclusive one-form entry school with eight classes, including a Nursery, and 193 pupils. Pupils fully embrace the school's core values of Responsibility, Independence, and Success, creating a purposeful and friendly atmosphere.

The school has a diverse community, with 15% Multi-Lingual Learners from 11 home languages, predominantly Portuguese, and strong English proficiency. Additionally, 12% of pupils qualify for Jersey Premium and 15% have special educational needs.

Academic attainment typically exceeds that of other Jersey schools, particularly in reading and writing. Attendance is high (94.4% in 2023/24), and the school offers extensive wraparound care, including a breakfast club, after-school provision, daily sports clubs, and a holiday club. A team of 13 TAs, including a bilingual TA, alongside three ELSAs and three Mental Health First Aiders, supports pupil well-being. Safeguarding is a priority, ensuring a safe and nurturing environment for all pupils.

At St Lawrence Primary School, we are committed to ensuring every child thrives, regardless of background. Our Jersey Premium Strategy fosters academic excellence through rich learning experiences, guided by our core values: Responsibility, Independence, and Success.

By developing teacher expertise, we create meaningful success for all pupils, from Early Years onward. Using evidence-based strategies, we support those facing multiple risk factors, enhancing learning for all. Success is measured through strong academic outcomes in reading, writing, and maths, alongside engagement in a broad, balanced curriculum.

High-quality teaching has the greatest impact on disadvantaged children (DfE, 2015; EEF, 2017). Therefore, we prioritise an inclusive and engaging curriculum that expands life opportunities. Strengthening leadership across subjects ensures continuous improvement, fostering curiosity and social and cultural understanding.

Our strategy emphasises enrichment and broad curriculum access, with Jersey Premium funding supporting structured play, sports, music tuition, choir, orchestra, and creative arts.

Targeted interventions, led by skilled teaching assistants, accelerate progress through structured small-group instruction. Research supports this as an effective approach to raising attainment.

Our goal is for every child to develop as a responsible, independent, and successful learner, ready to contribute positively to society. Our Jersey Premium Strategy supports this so that every child:

- Fulfils their potential
- Adds value to their community
- Engages in diverse and meaningful learning experiences
- Forms positive, trusting relationships

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils who experience multiple risk factors, do not have as many broad, rich and meaningful learning opportunities as others, which could result in restricted life choices.
2	Some pupils who experience multiple risk factors in our context, require additional support to reach age related expectations, especially in Maths.
3	Some pupils who experience multiple risk factors in our context, can experience difficulties with concentration, anxiety and behavioural issues.

## 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
Pupils have a well sequenced, knowledge rich curriculum.	Subject evaluations show that children increasingly learn more, remember more and understand more of their learning across all subjects
All pupils, especially those entitled to JP funding, know that the school offers access to a range of enrichment activities in sports and music and many choose to participate.	All pupils know about choir, orchestra and art club, and many entitled to JP choose to participate.
Pupils who are behind age related expectations in maths entitled to JP funding make accelerated progress.	Pupils who are identified as eligible for 1:1 tuition make accelerated progress over time, measured through standardised tests.
Pupils who experience difficulties with concentration, anxiety and behavioural issues increasingly build emotional control.	Identified pupils are increasingly resilient, confident and emotionally stable.

## 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

#### (Strengthening leadership and developing teacher expertise)

**Budgeted cost: £14,904 to pay for:**

- 4 hours of release per week for subject leaders of core subjects (£6,624)
- 3 hours release per week for subject leaders of foundation subjects (£4,968)
- 2 hours of release per week for teaching standards development (£3,312)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum overviews published for all subjects</p> <p>Coaching for subject leaders</p> <p>Peer support to develop teacher expertise</p>	<p>A well-sequenced curriculum is one where the content is logically organised, with each lesson building upon the previous one. Evidence supporting the importance of a well-sequenced curriculum can be drawn from various research areas, including cognitive psychology, educational theory, and empirical studies.</p> <p>Sweller's <b>Cognitive Load Theory</b> (1988) suggests that instructional designs that avoid overloading working memory improve learning. A sequenced curriculum allows for gradual mastery, reducing cognitive overload.</p> <p>A well-structured curriculum helps educators deliver instruction in a way that targets students' <b>Zone of Proximal Development</b>, making learning more effective (Wood, Bruner, &amp; Ross, 1976).</p> <p>Ebbinghaus's Forgetting Curve (1885) and subsequent studies by Cepeda et al. (2006) show that <b>spacing content</b> out and <b>reinforcing earlier lessons</b> aids retention.</p> <p>Black and William's (1998) research on formative assessment demonstrates that <b>regular checks for understanding, linked to a well-structured curriculum</b>, improve student outcomes.</p>	1

	<i>In the context of mastery learning, research by Benjamin Bloom (1984) showed that students who <b>learn material thoroughly before moving on</b> tend to achieve higher academic success.</i>	
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## Targeted academic support

### (Targeted intervention to accelerate progress)

**Budgeted cost: £5,472**

*8 hours of TA per week for 1:1 maths tuition (£5,472)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identified children have additional 1:1 tutoring for maths</i>	<i>The evidence base for 1:1 maths tuition in primary schools suggests that it can be highly beneficial for students, particularly when it is tailored to their individual needs and delivered effectively. <b>The EEF Toolkit</b> highlights that tutoring, particularly when provided by qualified tutors, can have substantial positive effects. The review suggests that tutoring is most effective when it is frequent, sustained, and delivered with high-quality content.</i>	2

## Wider strategies

### (Enrichment and broad curriculum access)

**Budgeted cost: £21,531**

- 7,631 for Sports Bugs to provide Sensory Circuits for identified pupils during 2 mornings per week
- £3,450 for weekly lunchtime art club
- £1,800 for weekly lunchtime choir
- £1,500 for weekly lunchtime orchestra
- £4,500 for after school club to provide wrap around care for pupils entitled to JP funding
- £400 for Samurai to provide weekly kickboxing class for pupils entitled to JP funding
- £1,350 for children entitled to JP funding to attend Vic's Fit Kids
- £900 for children entitled to JP funding to attend Brazilian Soccer Club

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports opportunities at playtimes	The evidence base supports the value of providing sporting opportunities to disadvantaged children. Sports contribute to improved physical health, mental well-being, social integration, academic performance, and the development of important life skills. These benefits are particularly crucial for children facing economic, social, or emotional challenges, as sports provide an accessible, engaging, and supportive environment for their growth and development. Reports from organizations like the <b>World Health Organization (WHO)</b> and <b>UNICEF</b> emphasize the importance of physical activity for children's overall development, especially for vulnerable populations. <b>The Centers for Disease Control and Prevention (CDC)</b> has consistently linked physical activity to improved academic performance, while studies in the <b>Journal of Youth and Adolescence</b> and other academic journals have found strong correlations between sports participation and better educational outcomes.	1 and 3
Sports opportunities for Early Years children		
Sports Clubs after school		
KS2 Art Club	Research shows that participation in arts education is linked to higher academic	1 and 3
KS2 choir		

KS2 orchestra	<p>achievement. For instance, a study by <b>Catterall (2012)</b> found that students involved in the arts scored higher on standardised tests in subjects like reading, mathematics, and writing. Arts education helps develop skills such as critical thinking, problem-solving, and creativity, which are transferable to other academic areas. Studies have demonstrated that students involved in arts programs tend to exhibit fewer behavioural problems, as the arts offer a constructive outlet for expression and engagement. For example, research by the <b>Arts Education Partnership (2012)</b> showed that students in arts programs were less likely to engage in disruptive behaviour and more likely to have improved attitudes toward school.</p>	
Wrap around care	<p>The evidence base for providing after-school clubs for disadvantaged children is grounded in research that highlights a range of positive outcomes across academic, social, emotional, and behavioural dimensions.</p> <p>A study by the <b>Afterschool Alliance (2014)</b> found that students who participated in after-school programs showed better academic performance and improved attitudes toward learning. A report by the <b>"National Afterschool Association" (2011)</b> highlights how after-school programs positively influence emotional regulation and mental health outcomes. Children participating in after-school activities are less likely to experience anxiety or depression, partly due to the supportive relationships they form with mentors and peers.</p>	3

**Total budgeted cost: £41,907**

## 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 2023 to 2024 academic year.

#### Teaching projects (£8,440)

Project and Rationale	Impact
<p><b>Aim:</b></p> <p><i>Children have a well sequenced, knowledge rich curriculum.</i></p> <p><b>Activity:</b></p> <p><i>Subject leaders construct a curriculum overview that ensures a carefully sequenced programme of learning</i></p> <p><i>Core subject leaders evaluate teaching and learning in English and Maths on a more frequent basis, responding in a timely way with appropriate challenge and support</i></p> <p><b>Cost: £8,440</b></p>	<p><i>The vast majority of children can articulate their learning using the correct vocabulary</i></p> <p><i>Curriculum planning for subjects other than English and mathematics is well sequenced and knowledge rich.</i></p> <p><i>Subject leaders have capacity to improve and develop all subjects.</i></p>

## Targeted academic interventions (£12,242)

Project and Rationale	Impact
<p><b>Aim:</b></p> <p><i>1:1 and small group tuition helps children entitled to JP funding who have SEN make consistently good progress</i></p> <p><b>Activity:</b></p> <p><i>Y2 additional support/structured interventions in writing lessons daily (5 hours)</i></p> <p><i>Y2 additional support/structured interventions in maths lessons daily (5 hours)</i></p> <p><i>KS2 recorder ensemble tuition for most able players</i></p> <p><b>Cost: £12,242</b></p>	<p><i>Writing: 4 out of the 5 targeted pupils made accelerated progress between the Autumn Y2 and Autumn Y3 assessment points</i></p> <p><i>Maths: all targeted pupils made accelerated progress between Autumn Y2 and Autumn Y3, with an average increase of 10 standardised scores</i></p> <p><i>KS2 recorder ensemble (including a pupils entitled to JP funding achieved Gold in Eisteddfod.</i></p>

## Wider Strategies (£22,043)

Project and Rationale	Impact
<p><b>Aim:</b></p> <p><i>Children are motivated to be increasingly active at play-times</i></p> <p><b>Activity:</b></p> <p><i>KS2 children measure their steps each day with their Fit-Bits</i></p> <p><b>Cost: £700</b></p>	<p><i>All children in Year 3 were motivated and enthusiastic to compete for the highest number of steps each day</i></p> <p><i>Internal Beep Test data shows that all children made good progress with their fitness</i></p>
Project and Rationale	Impact
<p><b>Aim:</b></p> <p><i>Children are motivated to be increasingly active at play-times</i></p> <p><b>Activity:</b></p> <p><i>Children engage with Sports Bugs at playtimes</i>  <i>Early Years children have enriched continuous provision with Sports Bugs</i></p> <p><b>Cost: £6,300</b></p>	<p><i>All children and staff reported positively on Sports Bugs at playtimes, saying that there are improvements to behaviour and the range of activities..</i></p>
Project and Rationale	Impact
<p><b>Aim:</b></p> <p><i>Children are motivated to be increasingly active at play-times</i></p> <p><b>Activity:</b></p>	<p><i>All children who attend Vik's Fit Kids reported positively on the experience. Staff reported demonstrable improvements to fitness and strength.</i></p>

<p><i>Individual children entitled to JP funding attend after school sports clubs.</i></p> <p><b>Cost: £1,720</b></p>	
Project and Rationale	Impact
<p><b>Aim:</b></p> <p><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><b>Activity:</b></p> <p><i>Children in KS2 will have access to a weekly Art club at lunchtime</i></p> <p><b>Cost: £3,780</b></p>	<p><i>All KS2 children reported their enjoyment of Art Club and the range of activities has enriched the curriculum offer</i></p>
Project and Rationale	Impact
<p><b>Aim:</b></p> <p><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><b>Activity:</b></p> <p><i>Children in KS2 can join a weekly choir, receiving instruction from a specialist teacher.</i></p> <p><b>Cost: £1,800</b></p>	<p><i>Choir competed in Jersey Eisteddfod, achieving a Gold certificate on points.</i></p>
Project and Rationale	Impact
<p><b>Aim:</b></p> <p><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><b>Activity:</b></p> <p><i>Through 2 days of training with the resolution centre and the accompanying resources, children are equipped to</i></p>	<p><i>All Year 5 and 6 children have a shared understanding of conflict resolution and peer mediators support positive playtime behaviour</i></p>

<p><i>mediate playtime conflicts with their younger peers. On-going quality control and termly training updates sustain this good practice</i></p> <p><b>Cost: £3045</b></p>	
<p><b>Aim:</b></p> <p><i>All children feel school is a place for fun and enjoyment, in addition to learning, and feel a closer bond with school, generating a sense of belonging</i></p> <p><b>Activity:</b></p> <p><i>Selected children entitled to Jersey Premium Funding have free access to wrap around care (15:00-17:30)</i></p> <p><b>Cost: £4,698</b></p>	<p><i>Six children have enjoyed access to wrap around care, forming positive, trusting relationships with peers and staff</i></p>