

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	207
Proportion (%) of Jersey Premium eligible pupils	13%
Academic year/years that our current Jersey Premium strategy plan covers	2022
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	
Jersey Premium lead	Amory Charlesworth

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£40,000
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	£

Part A: Jersey Premium strategy plan

Statement of intent

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 critical content, progression of knowledge and understanding as well as the quality of resources in our foundation subjects to improve our curriculum further. 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 celebrate all subjects.

Through our curriculum development, we are currently planning cross curricular opportunities for children to use their maths skills, especially in Design Technology and Science.

How children learn is as important as what children learn and our JP strategy and School Improvement Plan are closely aligned to give teachers time and space to engage with CPD around up to date research relating to cognition, memory and retrieval practice.

St Lawrence school has a long tradition of excelling in Sports, including long distance running. For at least the last 10 years, a highlight of the year is the long distance running race and children look back to winners of the cup over the years. We have noticed that this high level of fitness is often the reserve of a small minority of children whose parents involve them in sports clubs out of school and have introduced step counters for KS2 children so that they can develop their own fitness levels at playtimes and feel confident to compete against the strongest runners in the school.

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>Finding enough time for staff to work together with subject leaders for curriculum development, especially with the disruption that CV-19 has brought to school improvement</i>
2	<i>Finding time to engage with up to date research and CPD around retrieval practice</i>
3	<i>Supporting individual children with Maths and spelling interventions across the school when the majority of children in the class are already confident with the skills</i>
4	<i>Aspiring for equity for all children regarding their physical literacy</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
The curriculum overview maps out the content to be taught in each subject	Children learn new knowledge and skills systematically across a broad and balanced curriculum, with strong cross curricular learning in English and Maths
Planning maps out key resources, critical content and progression and what pupils need to know, do and understand	Children are motivated by a range of resources used to stimulate and scaffold all subjects. They can recall critical content contained in their unit of learning.
Children entitled to Jersey Premium who have a standardised score lower than 100 in PUMA tests are prioritised for an evidence based, structured Maths intervention	Targeted children make accelerated progress across 3 terms, measured by their standardised PUMA scores
Children entitled to Jersey Premium who have a standardised score lower than 100 in Suffolk Spelling tests are prioritised for an online spelling intervention	Targeted children make accelerated progress across 3 terms, measured by their standardised Suffolk Spelling scores
Children are motivated to use their step counters and compete to move more at playtimes	Children make improvements to their fitness level across 3 terms, measured by their bleep test results

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:

£ 9,520 for 1.5 days per week supply cover for 3 terms of curriculum development

£ 5,760 for 2 afternoons per week specialist music teacher for 3 terms

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan the curriculum in detail, to include critical content and progression, key resources and what pupils need to know, do and understand.	Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.	1
Employ a specialist teacher to plan and teach the music curriculum to KS1 and KS2	EEF states that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1
Support and challenge teachers to help children learn and remember content taught through a programme of CPD around retrieval practice.	Fiorella and Mayer (2015) propose that learning is a generative activity and that the learner's cognitive processing during learning is a major contributor to what is learned.	2

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

Budgeted cost:

£8,110 for 9 hours a week Teacher Maths Teacher Intervention

£13,607 for 19 hours a week Maths Teaching Assistant Intervention

£400 for Shine Maths intervention

£100 for Spelling League online spelling platform

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Teacher Intervention	EEF states that the average impact of small group tuition is four months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	3
Maths Teaching Assistant Intervention	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.	3
Shine Maths intervention	'Programmes are likely to have the greatest impact where they meet a specific need, ... include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' (Extract: Covid 19 support guide for schools – EEF, 2020)	3
Spelling League online spelling platform	https://thespellingleague.co.uk/ has been trialled by a small sample of children in the school, who report that they found it fun to use and made them want to practise their spellings.	3

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

Budgeted cost:

£ 600 for Year 4 and Year 5 step counters

Activity	Evidence that supports this	Challenge
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	approach	number(s) addressed
Children in KS2 are motivated to move more at playtimes. This contributes to improvements in their physical literacy	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.	4

Total budgeted cost: £ 30,000

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 (£6,210)

Project and Rationale	Impact
<p>Aim:</p> <p>Improvements to effectiveness of teaching as measured through the Danielson Framework cluster 5 of Danielson Framework: (successful learning).</p> <p>Activity:</p> <p>Lesson Study during the Summer term 2021.</p> <p>Cost:</p> <p>£1920 (4 hours supply x 12).</p>	<p>Although the Danielson Framework provided a useful focus for improvements to the effectiveness of teaching in the Jersey Premium Strategy 2020, early in the 2021 strategy it was found to be restricting. With a preference for the newly introduced coaching model, goals for each teacher were generated individually rather than being focussed on the same domain.</p> <p>Subsequently, resources for this project were redirected towards the coaching project described in the section below.</p>
Project and Rationale	Impact
<p>Aim:</p> <p>Incremental improvements to the effectiveness of teaching by setting goals and tackling barriers.</p> <p>Activity:</p> <p>1:1 coaching</p> <p>Cost:</p> <p>£960 (1 hour supply x 24)</p>	<p>In Year 1 and Year 2, Talk Partners are now established. Lesson observations have shown that through Talk Partners, all children have an opportunity to think, discuss and express their ideas. Pupil consultation has shown that some children in KS1 feel more confident to answer their teacher's questions when they are in Talk Partners.</p> <p>In Year 3 and Year 4, there was a common goal, to improve teacher's skills in teaching phonics. Due to disruption caused by CV-19, there are more children than usual who are still uncertain in their phonics knowledge. The Year 3 and 4 teachers and Teaching Assistants undertook 5 hours of Read Write Inc training each. All children in Year 3 who needed further time to consolidate their phonic knowledge are now confident with all 'speed sounds' including set 3 (RWInc) and are able to apply this knowledge to their spelling of 'nonsense words.'</p> <p>In Year 5 and Year 6, a smooth transition between year groups for the current Y6 cohort was prioritised as the coaching goal and was achieved. Children's self-regulation has improved and disruption to learning has ceased to happen. Trusting relationships are established and children can concentrate on their learning.</p>

Project and Rationale	Impact																																							
Aim: Improvements to the impact of Teaching Assistants on pupil progress. Activity: TA training around the EEF 'Making Best Use of Teaching Assistants' Guidance (1 twilight per term). Cost: £450 (1 hour non-teaching supply per term x 30).	 Regular mentoring of Teaching Assistants who teach their own RWInc phonics groups has ensured strong progress for all children in KS1. January 2022 RWInc assessments show that all children in Year 2 are on track to achieve Y2D/S and that currently 77% to achieve Y2S. Recommendation 4 of the EEF document states that TAs must be fully prepared for their role in the classroom. TAs now have a weekly planning meeting during Key Stage assembly time, which has led to a shared understanding of expected pupil outcomes and increased independence for children who are supported by TAs. Training for TAs to deliver a structured Maths intervention, and ongoing monitoring and mentoring has led to accelerated progress in 2 of the 4 year groups involved in this intervention according to age standardised scores.																																							
Project and Rationale	Impact																																							
Aim: Wider professional development and sharing best practice with school partnerships leads to improved effectiveness of teaching. Activity: All teachers have one study day per term to invest in personal CPD, maintain an up to date knowledge of current educational research or visit a partnership school. Cost: £2880 (6 days supply x 2 for Spring and Summer terms)	 This project was successful for KS1 teachers. Barriers to other teachers engaging with other schools included restrictions around visitors due to CV-19 but also reluctance to miss time with their classes and a feeling of pressure to teach the planned curriculum. The Year 2 teacher has completed NPQSL during the year and has engaged with other school in both primary and secondary phases during this time. She has developed her leadership capacity and has supported the Maths lead in raising standards in her subject. The Year 1 teacher made 2 visits to JCP. During this time, she found out about Power Maths, which has now been introduced to KS1. The resources for this scheme are more engaging than MNP and rely less on reading ability. Data suggests that the children in KS1 are making good progress through the implementation of this scheme in all areas except for Geometry in Year 2. The tables below show the % of pupils at St Lawrence who answered questions correctly by strand compared to pupils nationally. <table><tr><td>Year 2</td><td>Fractions</td><td>Geometry</td><td>Measures</td><td>Number</td><td>Operations</td><td>Statistics</td></tr><tr><td>National</td><td>74%</td><td>61%</td><td>70%</td><td>58%</td><td>51%</td><td>50%</td></tr><tr><td>School</td><td>83%</td><td>69%</td><td>82%</td><td>82%</td><td>70%</td><td>56%</td></tr></table> <table><tr><td>Year 1</td><td>Fractions</td><td>Geometry</td><td>Measures</td><td>Number</td><td>Operations</td></tr><tr><td>National</td><td>50%</td><td>68%</td><td>66%</td><td>61%</td><td>42%</td></tr><tr><td>School</td><td>50%</td><td>77%</td><td>71%</td><td>61%</td><td>49%</td></tr></table>	Year 2	Fractions	Geometry	Measures	Number	Operations	Statistics	National	74%	61%	70%	58%	51%	50%	School	83%	69%	82%	82%	70%	56%	Year 1	Fractions	Geometry	Measures	Number	Operations	National	50%	68%	66%	61%	42%	School	50%	77%	71%	61%	49%
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Targeted academic interventions (£13,247)

Project and Rationale	Impact																								
<p>Aim:</p> <p>All children with delayed speech and language in Foundation Stage will make rapid progress from their starting points.</p> <p>Activity:</p> <p>Targeted support in Speech and Language using Welcomm intervention programme.</p> <p>Cost:</p> <p>£1817 (3 hours non-teaching supply x 36)</p>	<p>The Welcomm intervention has been used to screen all Foundation Stage children and then regular small group or 1:1 support has been provided through this structure.</p> <p>86% of the Foundation stage children at St Lawrence achieved or exceeded the Early Learning Goal for speaking, compared with 83% in all Mainstream Govt Schools.</p> <p>Data shows that children at St Lawrence do not exceed expectations in Speaking as other Mainstream Govt schools do.</p>																								
Project and Rationale	Impact																								
<p>Aim:</p> <p>All children who are behind age related expectations will make rapid progress from their starting points in literacy and maths.</p> <p>Activity:</p> <p>1:1 and small group structured tuition in phonics, spelling, reading comprehension, handwriting and maths.</p> <p>Cost:</p> <p>£7872 (13 hours non-teaching supply x 36)</p> <p>£400 (subscription to Shine maths intervention)</p> <p>£130 (specialist Occupational Therapy resources)</p>	<p>This targeted academic intervention could not go ahead as planned due to the need to restrict TAs to individual bubbles as much as possible.</p> <p>Data suggests that children with SEN make good progress and achieve D or S in Y2:</p> <table><tr><td>Year 2 SEN</td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>St L</td><td>88%</td><td>100%</td><td>88%</td></tr><tr><td>All schools</td><td>55%</td><td>57%</td><td>43%</td></tr></table> <p>In Y4 children with SEN at St Lawrence have made good progress in Maths but not Literacy</p> <table><tr><td>Year 4 SEN</td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>St L</td><td>67%</td><td>33%</td><td>33%</td></tr><tr><td>All schools</td><td>54%</td><td>50%</td><td>43%</td></tr></table> <p>In Y6 children with SEN at St Lawrence have made good progress in Maths and Reading but not writing</p>	Year 2 SEN	Maths	Reading	Writing	St L	88%	100%	88%	All schools	55%	57%	43%	Year 4 SEN	Maths	Reading	Writing	St L	67%	33%	33%	All schools	54%	50%	43%
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	Year 6 SEN	Maths	Reading	Writing	
	St L	25%	50%	75%	
	All schools	52%	59%	50%	
Project and Rationale		Impact			
Aim: Children learning remotely due to shielding will access core curriculum lessons and will have feedback on their work. Activity: Using online platforms, staff will set activities similar to those taking place in physical school and feedback on returned work. Cost: £3028 (5 hours non-teaching supply x 36)		Children who remained at home shielding for an extended period and who received high levels of remote support have managed to maintain 100+ standardised scores in Spelling, PUMA and PIRA. Writing Standardised scores are to follow during the Spring term of 2022 but teacher assessment for writing is no less than Developing in the year group.			

Wider Strategies (10,591)

Project and Rationale		Impact			
Aim: Nursery parents have specialist support to develop their parenting skills. Activity: Nursery parents are funded to access a monthly webinar series provided by Jersey Childcare Trust, 'Help a Life Take Flight.' Cost: £1000		6 of our Nursery parents engaged with this webinar series. Feedback from these parents demonstrated that they found talking about their parenting challenges with others gave them confidence and support. Despite the Nursery teacher encouraging parents to attend, the low uptake on this could not be improved upon.			
Project and Rationale		Impact			
Aim: Children in Reception learn, memorise and perform three challenging dances throughout the year, expressively and accurately to family members. Activity: A specialist dance teacher provides weekly lessons for the Reception class. Cost: £1980		Lesson observations have shown that children in Reception have memorised a sequence of movements and can perform them confidently. The Reception teacher reports that the dance lessons have helped the children to listen and respond to instructions and to cooperate with a partner. They listen intently to instructions and work as a class ensemble. Observations of children's outdoor play has shown that children transfer these lessons into their play, as they make up dances on their outdoor stage.			
Project and Rationale		Impact			

<p>Aim:</p> <p>Children in KS2 learn spoken French to a high standard. The children learn songs and poetry in French as well as useful functional vocabulary.</p> <p>Activity:</p> <p>A specialist French teacher provides weekly lessons for KS2 classes.</p> <p>Cost:</p> <p>£4320 (specialist class teacher)</p> <p>£972 (specialist TA)</p>	<p>Children can use functional language in French with confidence. Children know songs and poems in French. The French curriculum is lively and balanced with a mixture of functional language, poetry and singing.</p> <p>Data comparison between St Lawrence Year 6 and all Mainstream Govt schools from 2021 does not reflect the predicted outcomes. Although St Lawrence matched all mainstream Govt schools achieving 6S it is slightly lower in 6D and above.</p>
Project and Rationale	Impact
<p>Aim:</p> <p>Children in KS1 listen to a wide variety of stories and poetry, building on their vocabulary, their reading comprehension skills and their love of literature.</p> <p>Activity:</p> <p>Year 1 and Year 2 have a set of 'Easi-Ears Digital Audio Story Headphones' and regularly use them to listen to stories.</p> <p>Cost: £519</p>	<p>KS1 children independently access the Easi Ears headphones and read along with the audio files. All of the children in KS1 look forward to their turn to use this equipment. They are able to talk about their favourite story and comment on the reasons for this.</p>
Project and Rationale	Impact
<p>Aim:</p> <p>All children in KS1 and KS2 achieve a level of excellence in music that they would not be able to attain without a specialist teacher.</p> <p>Activity:</p> <p>All children are taught by a specialist music teacher who has designed a curriculum which aligns to their project work in class.</p> <p>Cost:</p> <p>£1800 (JP contribution 1 of 4 hours teaching per week)</p>	<p>Lesson observations and pupil consultation shows that all children can listen and respond, compose and perform to a good standard using a range of interesting instruments including ukuleles and African drums. The specialist music teacher has developed children's cultural education by designing a curriculum that makes links between their music lessons and their History curriculum.</p>