

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	2023
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	
Jersey Premium lead	Amory Charlesworth

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£45,260
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

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.

Oracy, and developing pupils' oral language is critical for this. It helps with pupils' academic learning, wellbeing and personal development. St Lawrence pupils have a strong voice about their learning, their ownership of their learning and their wider experiences at school. We believe that developing pupils' oracy will set them up for success inside and outside school.

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

Working with external partners such as Voice 21 and Sports Bugs adds 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 implementation and impact of critical content, progression of knowledge and understanding to further improve our curriculum offer. 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.

Through our subject leader development, we are currently providing time for staff to work with SLT to monitor, evaluate and improve the coherence, richness and rigour of our curriculum. This involves staff in establishing and sharing a vision for their subjects that supports the overall mission of the school. Subject leaders work to make sure children's knowledge, skills and understanding develop systematically in all subjects and that children can remember and articulate their learning using the correct vocabulary.

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. For this reason, we have introduced step counters for KS2 children so that they can develop their own fitness levels at playtimes. 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 and a weekly choir 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 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 rehearsal (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.

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 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 the skills they need to</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 broad, rich, rigorous curriculum that supports their spiritual, moral, social and cultural development.	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 and Art club, both led by specialist teachers	Children who choose to attend Choir 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 made accelerated progress as measured by school's internal assessments	Targeted children make accelerated progress across 3 terms, measured by their standardised PUMA/PIRA scores, PR Benchmark scores and Suffolk Spelling Scores
Children in Year 5 and Year 6 learn peer mediation skills which help them to mediate disputes and resolve conflicts for their peers	Peer Mediation referrals are received two or three times a week and meetings lead to resolutions of conflicts

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:

£14,904 for 9 hours a week supply to release subject leaders

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>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. (<i>Parents and Teachers for Excellence</i>)</p>	<p>1</p>

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

Budgeted cost:

£15,000 for 16 hours a week TA support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y4 Fresh Start (Reading) 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.	2
Y4 Maths Teaching Assistant Intervention		2
Y3 Maths Teaching Intervention		2
Y2 Speech and Language Intervention		2
Y2 Occupational Therapy Intervention		2

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

Budgeted cost:

- £6,300 for Sports Bugs to provide 2 lunchtimes and 2 afternoons in Early Years
- £1,150 for children entitled to JP funding to attend after school sports clubs
- £3,780 for weekly lunchtime art club
- £1,800 for weekly lunchtime choir
- £1,500 for ongoing peer mediation professional development and support
- £795 for Ian Bland (children's poet and author) day workshop with KS2

Wider Strategies (£15,325)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are motivated to move more, leading to improvements in their physical literacy. KS2 children measure their steps each day with their FitBits	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.	3
Children engage with Sports Bugs at playtimes		3
Early Years children have enriched continuous provision with Sports Bugs		3
Individual children entitled to JP funding attend after school sports clubs.		3
Children in KS2 can join a weekly lunchtime art club, using high quality resources and receiving instruction from a specialist teacher.	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.	4
Children in KS2 can join a weekly choir, receiving instruction from a specialist teacher.		4
Children in Year 5 and Year 6 learn peer mediation skills which help them to mediate disputes and resolve conflicts for their peers	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)	5

Total budgeted cost: £ 44,629

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 (£15,280)

Project and Rationale	Impact
<p>Aim: Children learn new knowledge and skills systematically across a broad and balanced curriculum, with strong cross curricular learning in English and Maths.</p> <p>Activity: Plan the curriculum in detail, to include critical content and progression, key resources and what pupils need to know, do and understand.</p> <p>Employ a specialist teacher to plan and teach the music curriculum to KS1 and KS2</p> <p>Cost: £12,106</p>	<ul style="list-style-type: none"> • Every year group has a coherent curriculum • Subject leader monitoring is improving and it leads to an increasingly rich and rigorous curriculum. • All children produce high quality writing across the curriculum, especially in R.E. • Opportunities for cross curricular Maths have been mapped into the curriculum, so children consolidate their skills in the context of other subjects • In Writing, 50% of pupils entitled to JP achieved S in Writing compared to 37% across all schools. 100% children entitled to JP at St Lawrence achieved D or S compared to 88% across all schools. • In Reading, 80% of pupils entitled to JP achieved S in Reading compared to 54% across all schools. 100% of children entitled to JP at St Lawrence achieved D or S compared to 79% across all schools. • In Maths, 80% of pupils entitled to JP achieved S in Maths compared to 43% across all schools. 100% of children entitled to JP at St Lawrence achieved D or S compared to 76% across all schools. • In Music, all children surveyed say that they enjoy their lessons, and they are able to articulate their learning using the correct vocabulary. Children report that their music lessons are mainly instrument playing and it would be even better if there was more singing.
Project and Rationale	Impact
<p>Aim: 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.</p> <p>Activity: Support and challenge teachers to help children learn and remember content taught through a programme of CPD around retrieval practice.</p>	<ul style="list-style-type: none"> • Staff now have a shared understanding of retrieval practice and there are a variety of strategies to help children remember more of the content in their lessons. • Children who are surveyed say that their quizzes help them to remember facts that they have learned. • Teachers surveyed say that the quizzes at the beginning and end of units of learning help

<p>Cost: £3,174</p>	<p>them to judge the pace of teaching to maximise progress.</p> <ul style="list-style-type: none"> • Overall, children remember and articulate their learning using the correct vocabulary, but many still talk about the activity instead of the purpose of the activity. There is a need for further CPD to address this. This will be supported through the Oracy project with Voice 21 during 2023/24
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Targeted academic interventions (£22,217)

Project and Rationale	Impact
<p>Aim: Targeted children make accelerated progress across 3 terms, measured by their standardised PUMA scores</p> <p>Activity: 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</p> <p>Cost: £22,577</p>	<ul style="list-style-type: none"> • 40 pupils were in receipt of additional maths tuition. All of these pupils said that they enjoyed these sessions and many commented that their confidence in Maths improved since they started. • 78% of these pupils made accelerated progress by the end of the academic year 2021/22 and the average progress of these pupils was 9 SS points, measured by PUMA tests. • The Shine intervention was a helpful starting point as it supported staff in prioritising specific skills and designing activities to support this. • At the early stage of implementation it became clear that Shine was no longer needed to support this intervention and that all the resources and assessment information was already included in our existing Maths scheme
Project and Rationale	Impact
<p>Aim: All children entitled to Jersey Premium have a standardised score lower than 100, measured by the Suffolk Spelling test, make accelerated progress by using an online spelling intervention</p> <p>The majority of children entitled to Jersey Premium have a standardised score of 100 or more, measured by the Suffolk Spelling test</p> <p>Activity: https://thespellingleague.co.uk/ (which was trialled by a small sample of children in the school in 2021 who reported that they found it fun to use and made them want to practise their spellings) is used across all of KS2 and is accessed by children entitled to JP.</p> <p>Cost: £200</p>	<ul style="list-style-type: none"> • Of the 20 children entitled to JP who were old enough to take the Suffolk Spelling test in January 2022, 40% of these scored lower than 100 • The % of children who scored less than 100 in January 2023 dropped to 30% • 75% of the children who scored less than 100 in January 2023 made accelerated progress, even though they did not all score 100 • 70% of the children entitled to JP who were tested in January 2023 scored more than 100 • The children who did not make accelerated progress have SEN and associated emotional difficulties, which will need to be considered for future spelling interventions

Wider Strategies (£1200)

Project and Rationale	Impact
<p>Aim: Children in KS2 will show improvements to their fitness, measured with the bleep test</p> <p>Activity: 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</p> <p>Cost: £600</p>	<ul style="list-style-type: none"> • During the academic year 2021-22, Y3 counted their steps each day and were incentivised with a class competition • 50% of the class improved their fitness (measured by the bleep test) over the course of the academic year. There was a similar positive impact for both boys and girls, with 45% of the boys and 47% of the girls improving. • Later in the academic year, we purchased Fit Bits for Y2 and Y5, rolling out this initiative to 4 classes this academic year. This will increase the reach of the initiative from 28 children (who took part in 2021-22) to 109 in 2022-23.
Project and Rationale	Impact
<p>Aim: 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</p> <p>Activity: Children in KS2 will have access to a weekly Art club at lunchtime</p> <p>Cost: £600</p>	<ul style="list-style-type: none"> • During the Summer Term 2022, 13 KS2 children attended the lunchtime Art club • 8 out of the 13 attendees were entitled to JP • When surveyed, all attendees said that they felt calmer at the end of each session • 2 children with emotional difficulties said they felt <i>much</i> calmer by the end of each session • During the Autumn Term 2023, this club became so popular that we needed to create a rota. Currently 18 Y6 children attend each week • One of the children in the Art club is so proud of his work that he is entering it into a competition with the Royal Academy