

# Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our pupils eligible for funding.

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	Jersey College Preparatory School
Academic year/years that our current Jersey Premium strategy plan covers	Sept 2023 -Sept 2023
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Margaret Eldridge-Mrotzek (Senior Adviser – CYPES)
Jersey Premium lead	Georgina Langdon (Inclusion Lead)

# Part A: Jersey Premium strategy plan

## Statement of intent

At JCP we understand that children who come from challenging socio-economic backgrounds generally face additional challenges in reaching their academic potential and thriving at school. However, we also understand that these barriers can be overcome. The Jersey Premium is an allocation of additional funding provided to schools to support them in helping all pupils to get the very best from their education. Evidence suggests that the most effective way to improve outcomes for disadvantaged children is through high quality classroom teaching. Although the Jersey Premium funding is used to increase the educational quality that we can offer specific children, we also understand that other members of the school community will also benefit from the investments made in ensuring outstanding classroom practice.

The key principles outlined in our strategy plan include providing high quality teaching which responds to the needs of our learners, offering targeted academic support and supporting our student's wider pastoral needs.

At Jersey College Prep:

- We have high aspirations for all our learners and set deliberately ambitious goals to support them in reaching their fullest potential.
- We will develop happy, confident and inspired students who are assured in building positive relationships and show compassion, empathy and respect for others.
- Pupils will grow as individuals and feel valued. We will strive to forge a strong and supportive community that extends to our wider community. Pupils will demonstrate a growing awareness of the choices they make and the impact these have on their environment.
- We want to develop hardworking, independent learners and creative thinkers. Our pupils will be encouraged to take full advantage of opportunities and to aspire to the highest standards.
- We aim for our pupils to be inquisitive, ambitious and motivated in their approach to learning. Pupils will grow in independence, be reflective in their thinking, be eager for challenges and be resilient enough to cope with any setbacks they may face.

Our ultimate objective is to unlock the learning potential of all our pupils and erase the gap between Jersey Premium eligible pupils and their non-disadvantaged peers. It is the commitment and responsibility of all members of staff as well as the governing body to meet the needs of disadvantaged children and to provide them with a caring and nurturing environment in which to thrive.

## Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium funding.

Challenge number	Detail of challenge
1	Missed/forgotten learning due to school closures/isolations could affect slower progress rates towards end of key stage expectations/attainment and generally across the school.
2	Some students have reduced access to extra-curricular activities.
3	High levels of student attendance is commonly linked with improved outcomes for children, as well as an increased ability for schools to protect vulnerable children. Attendance is currently below our school average for some Jersey Premium eligible students.
4	Due to the Covid-19 lockdown and self-isolation periods, social, emotional and mental health skills have been underdeveloped in some children.
5	Having the correct equipment and resources for school can help children to connect with their group identity as a school and instil a sense of belonging and inclusion. Some families require support in ensuring that their child has all necessary resources and equipment for day-to-day school life.
6	Some pupils lack self-belief, resilience and determination resulting in a reduced readiness to learn.

## 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
Increase Key Stage 1 attainment in reading, writing and maths.	<p>Introduction of evidence-based interventions to support language development, literacy, and numeracy.</p> <p>Improvement in attainment of Jersey Premium eligible students.</p>
Support staff deployed effectively to support teaching and learning and to improve outcomes.	<p>Support staff deployed to support disadvantaged children.</p> <p>Continuous Professional Development plan in place for support staff to further develop skills and knowledge.</p> <p>Teaching staff aware of research around Maximising the Impact of Teaching Assistants (MITA).</p>

<p>Pupils are reflective and resilient learners who engage in the learning process.</p>	<p>Pupils are able to reflect on their own learning and are aware of their next steps.</p> <p>Explicit teaching of metacognition and self-regulation approaches.</p> <p>Pupils are aware of what it means to have a 'growth mindset' and display this in the learning process.</p>
<p>Increased school attendance.</p>	<p>All school attendance is effectively tracked and monitored.</p> <p>School staff work closely with families to support school attendance.</p> <p>Clear and supportive communication between class teachers and families.</p> <p>Academic and pastoral support in place for children and families where a lack of attendance is authorised due to exceptional circumstances.</p> <p>School working effectively with the Education Welfare Officer (EWO).</p>
<p>Enhanced emotional wellbeing support for vulnerable pupils.</p>	<p>Increase availability of wellbeing support in Key Stage 2.</p> <p>Further develop whole-class approaches to social, emotional and mental health.</p> <p>Increased availability of nurture group provision across the school.</p> <p>Increased wellbeing, self-esteem, confidence and resilience.</p>
<p>Further develop support for families by increasing wrap-around care provision.</p>	<p>Introduce a breakfast club.</p> <p>Provide support with the cost of after school club.</p> <p>Increase availability of extra-curricular clubs.</p>
<p>Every Jersey Premium student has the required resources and equipment daily learning.</p>	<p>Each pupil has access to technology in order to support learning at home.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff CPD</b> <ul style="list-style-type: none"> <li>Staff training on 'Maximising the Impact of Teaching Assistants'.</li> </ul>	Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. – <i>Education Endowment Foundation – Teaching Assistant Interventions</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1
<b>Parental Engagement</b> <ul style="list-style-type: none"> <li>Teachers to work closely with parents to build a clear and supportive line of communication with regards to pupil attendance.</li> <li>Parents of low attaining children will be actively involved and support given to promote the importance of hearing children read regularly at home. (All children will be heard read regularly at home)</li> </ul>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. - <i>Education Endowment Foundation – Parental Engagement</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><b>Targeted Interventions</b></p> <ul style="list-style-type: none"> <li>Investing in evidence-based intervention programmes such as Toe by Toe, Plus 1, Power of 2 and Rapid Reading.</li> <li>Phonics booster sessions lead by a Teaching Assistant.</li> <li>Provide targeted, structured reading comprehension sessions, e.g. BR@P.</li> </ul>	<p>Reading comprehension strategies are high impact on average, adding an additional 7 months academic progress. Alongside phonics it is a crucial component of early reading instruction. – <i>Education Endowment Foundation – Reading Comprehension Strategies.</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Targeted ‘Next steps’ given to move learners forward and teachers actively ensuring Next Steps are being met and progress towards target achieved. (Next steps evident in books and progress towards these visible.</li> </ul>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes, with an average of an additional 6 months academic progress. – <i>Education Endowment Foundation – Feedback.</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Widen the reach of our successful nurture groups to Key Stage 2 in order to provide opportunities to foster social and communicative skills, and to enhance our school wellbeing offer.</li> <li>Increase availability of one-to-one wellbeing support.</li> </ul>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. – <i>Education Endowment Foundation – Social and Emotional Learning</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>
<p><b>Resources and Uniform</b></p>	<p>School uniform wearing has been proven to increase school</p>	<p>5</p>

<ul style="list-style-type: none"> <li>• Providing uniform and equipment vouchers to Jersey Premium eligible families.</li> <li>• Continue the 'iPad Loan Scheme' in order to provide children with the necessary technology required for home learning.</li> </ul>	<p>attendance, enhance academic achievement and improve classroom environments. - <i>Ward, Ella Porter (1999) Mandatory Uniform Dress Code Implementation and the Impact on Attendance, Achievement, and Perceptions of Classroom Environment.</i></p>	
<p><b>Growth Mindset and Metacognition</b></p> <ul style="list-style-type: none"> <li>• Focus on metacognitive strategies and raising aspirations. Explicit teaching of the relationship between effort and ability, and empowering all children to believe in themselves as learners. Classroom language use reflects this.</li> </ul>	<p>The potential impact of metacognition and self-regulation approaches is high when pupils take greater responsibility for their learning and develop their understanding of what is required to succeed. - <i>Education Endowment Foundation – Metacognition and Self-Regulation</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-selfregulation</a></p>	6



## 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 2021 to 2022 academic year.

During what continues to be challenging times, JCP is still feeling the impact of Covid-19 school closures and self-isolation periods, and we have remained focused on student wellbeing, as well as ensuring that our school provides a caring and nurturing environment in which all children are able to thrive. JCP has enhanced the emotional wellbeing support that we have been able to provide to our vulnerable learners and families, with two wellbeing support staff working one-to-one with students in a flexible manner in order to adapt to the needs of our pupils and ensure readiness for learning. There has been clear and effective communication between our wellbeing team, class teachers and parents/carers to fully identify and understand the needs of each child, allowing them to engage fully and thrive in both the social and academic elements of school life. Students and families have responded well to our enhanced school wellbeing offer.

As a school, we identified the potential impact of missed or forgotten learning due to Covid-19 closures and self-isolation periods on pupil progress and attainment. Children in Key Stage 1 therefore received weekly phonic homework via Seesaw, which built well on the phonics sounds that had been introduced in class. We also purchased new reading books which are phonics based to secure stronger phonics teaching for all pupils. Children were also able to access Reading Eggs and Maths Seeds, online individualised learning programmes for home learning. As a result of this additional focus on promoting pupil progress, particularly in Key Stage 1 reading, all Jersey Premium eligible students made at least expected progress across reading, writing and maths. This will continue to be a priority as we move into the new academic year to further promote pupil progress and improve outcomes for all children at JCP.

We continued to provide the 'iPad Loan Scheme', making iPads available for use by pupils who do not have access to a device for home learning. Support was also provided to Jersey Premium eligible families with regards to uniform and equipment, improving student organisation and readiness to learn.

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](https://www.gov.je)