

# 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.

Updated: March 2023

## School overview

Detail	Data
School name	Trinity School
Number of pupils in school	219
Proportion (%) of Jersey Premium eligible pupils	14.6%
Academic year/years that our current Jersey Premium strategy plan covers	2023
Date this statement was published	February 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Katy McMahon
Jersey Premium lead	Sally Sleath

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 46000

# Part A: Jersey Premium strategy plan

## Statement of intent

*Relevant Strategic School Aims (from the SDP):*

At Trinity School our aim is to ensure all pupils make progress during the year and over the years in a safe and secure learning environment so that the standards across the school are maintained and built upon. Our aim for our disadvantaged pupils is for them to show the same level of progress as all pupils and, where necessary, close any gaps that might be there. The key principles for the strategy plan are shared with the aims of our School Improvement Plan. These are:

- Ensure that there is a consistent approach to applying the teaching and Learning Policy across the school, in all classes;
- Provide a peer support/ coaching model that enables teachers to reflect on current practice and build on, develop and expand this model across the school as a key aspect of professional development;
- Identify and fill gaps in coverage and attainment in individuals and classes in core subjects;
- Plan for age-appropriate vocabulary progression in all curriculum subjects
- Ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;
- Develop systems in school for supporting children's mental health and well-being.
- Embed pupil's self-regulation skills and emotional literacy.

## Challenges

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

Challenge number	Detail of challenge
	Progress has been made over the last few years in closing the gap between children who are eligible for Jersey Premium and the rest of the school population. However, there is still a gap as outlined below. Please note that with such small numbers of children within the data, it can be difficult to pick out consistent patterns and so teachers are given time to explore challenges with individual children.
1	Reading - Children who are eligible for Jersey Premium were 19% less secure than whole school data and 11% less achieved 100+ in the PIRA test. When discussed with staff there were several possible factors behind this but was not consistent for all children. These were lack of opportunity or expertise

	to read at home, lack of 'general knowledge' experience and understanding when it comes to comprehension and vocabulary.
2	<p>Writing –</p> <p>Children who are eligible for Jersey Premium were 26% less secure than whole school data and 25% less achieved over 70% on the unaided writing assessment.</p> <p>When discussed with staff there were several possible factors behind this but was not consistent for all children. These were:</p> <ul style="list-style-type: none"> <li>• lack of opportunity or expertise to practice spellings at home,</li> <li>• lack of 'general knowledge' experience and understanding to give them story ideas,</li> <li>• limits to their vocabulary,</li> <li>• the way they wrote stories was not developed and this might be linked to difficulties with imagination and/or life experiences as in their talk it was also underdeveloped.</li> </ul> <p>School writing focus in 2023 is upon KS2 writing.</p>
3	<p>Maths –</p> <p>Children who are eligible for Jersey Premium were 23% less secure than whole school data and 14% less achieved over 100 standardised score on PUMA.</p> <p>When discussed with staff there were several possible factors behind this but was not consistent for all children. These were possible difficulties with understanding the vocabulary of maths, lack of opportunity to practice the number work and a general lack of confidence with number.</p>
4	To maintain mental health as a school priority as we see a growing number of children experiencing worries and other wellbeing indicators across the school.

## 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
1.) To further close the gap between disadvantaged pupils and the whole school in writing.	60% of children eligible for JP achieve secure by July 2023
2.) To further close the gap between disadvantaged pupils and the whole school in reading.	65% of children eligible for JP achieve secure by July 2023
3.) To further close the gap between disadvantaged pupils and the whole school in maths.	60% of children eligible for JP achieve secure by July 2023

## 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: **£15256**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Endowment Fund research-based guidance informs us that evidence indicates that 'ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils', In fact 'research tells us that high quality teaching can narrow the disadvantage gap'.</p> <p>The following activities are part of a whole-school initiative that is designed to use coaching and self-reflection and improvement to impact on professional development of the staff.</p>		
<p>Release time for teachers/subject leaders to quality assure their areas of the curriculum with a focus upon ensuring high quality teaching for all pupils.</p> <p>This release time will be dependent upon SDP foci of that half term, in relation to the needs of the school at the time.</p> <p>This may include, as an example:</p> <ul style="list-style-type: none"> <li>• Gleaning pupil voice related to a set area (such as a subject, Inclusion and Diversity, etc)</li> <li>• Learning Walks</li> <li>• Subject deep dives</li> </ul> <p><b>£12205</b></p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1,2 &amp; 3</p>

<p>Voice 21 – Teacher Study Days</p> <p>Teachers released for a day to complete an area of Voice 21 study online in the morning then spend the afternoon creating a plan for how this will be implemented in their class (and school) with intended impact.</p> <p><b>£3051</b></p>	<p>‘Language provides the foundation of thinking and learning and should be prioritised.’  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?</a></p> <p>‘Spoken language skills are one of the strongest predictors of a child’s future life chances.’  <a href="https://voice21.org/why-oracy-matters/">https://voice21.org/why-oracy-matters/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2 &amp; 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£27397**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Guided Reading Hour across the 3 KS1 Classes</p> <p>6 Teaching Assistants for an hour a day, in addition to the 3 class teachers.</p> <p>Ensuring that every child in year 1 and 2 (3 classes) is in a targeted, high quality guided reading group, daily.</p> <p><b>£23716</b></p>	<p><i>‘Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to understanding’(EEF: Literacy KS1 Guidance Report 2020)</i></p> <p>EEF (2015) ‘Teaching and Learning Toolkit: Reading Comprehension Strategies’, London: Education Endowment Foundation; Oakhill, J., Cain, K. and Elbro, C. (2014) Understanding and Teaching Reading Comprehension: A Handbook, London: Routledge.</p> <p>Davis, D. S (2010) ‘A Meta-Analysis of Comprehension Strategy Instruction for Upper Elementary and Middle School Students’ (doctoral dissertation), Vanderbilt University, U.S.A. Available at <a href="https://etd.library.vanderbilt.edu/available/etd-06162010-100830/unrestricted/Davis_dissertation.pdf">https://etd.library.vanderbilt.edu/available/etd-06162010-100830/unrestricted/Davis_dissertation.pdf</a></p>	<p>1, 2 &amp; 3</p>
<p>Spring Term: Release time for class teachers to work in small groups with JP eligible pupils from their classes weekly – 30mins per JP pupil. (Spring Term)</p>	<p>EEF:  Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often</p>	<p>1, 2 &amp; 3</p>

<p>During this time teachers will:</p> <ul style="list-style-type: none"> <li>• Gain a deeper assessment of gaps in learning in maths, reading and writing for those individuals.</li> <li>• Deliver high quality, bespoke, targeted small group tuition to JP eligible learners based on assessment of need.</li> </ul> <p>Summer term update based upon dynamic data analysis: Teacher for one day per week in summer term to deliver bespoke writing sessions in two KS2 year groups, weekly.</p> <p><b>£3051</b></p>	<p>provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition has an average impact of four months' additional progress across the year.</p>	
<p>Use of a targeted, maths online intervention – utilising the school's</p> <p><b>£630 (for 10 children)</b></p>	<p><a href="https://dynamomaths.co.uk/evidence/">https://dynamomaths.co.uk/evidence/</a></p> <p><a href="https://dynamomaths.co.uk/wp-content/uploads/2020/09/DynamoOrderForm2020.pdf">https://dynamomaths.co.uk/wp-content/uploads/2020/09/DynamoOrderForm2020.pdf</a></p>	3

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

Budgeted cost: **£5268**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</b></p>		
<p>8 Children per term to be supported over the year through 'Drawing and Talking' Wellbeing Intervention. This is an attachment-based therapeutic intervention.</p> <p>Over the year, 6 Teaching Assistants are being trained as Drawing and Talking Facilitators.</p>	<p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p> <p>The Education Endowment Fund states that '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.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	4

<p>Jersey Premium Funding will pay for 8 children to be supported through this 12-week intervention over the year.</p> <p><b>£3334</b></p>		
<p>Using the PASS (Pupils Attitudes to School and Self) assessment screener across the whole of Key Stage 2, the school will identify groups of children who would benefit from support in the areas highlighted through the assessment. The school's Emotional Literacy Support Assistant will deliver twice weekly sessions to pupils.</p> <p><b>£1934</b></p>	<p>'The potential impact of metacognition and self-regulation is high (+7 months additional progress).'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a></p> <p><a href="https://www.gl-assessment.co.uk/assessments/pass/">https://www.gl-assessment.co.uk/assessments/pass/</a></p>	<p>4</p>

**Total budgeted cost: £47921**

## Further information (optional)

*Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Jersey Premium funding.*