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| **Trinity Primary School Jersey Premium 2019** | | | | | | | | |
| **No. of pupils eligible for JP:** 11% | | | **Total JP budget:** £26,110 | | | | | |
| **Jersey Premium Action Plan** | | | | | | | | |
| **Quality of teaching for all**  **Total planned cost - £9264** | | | | | | | | |
| Desired outcome  Action/approach | Evidence and rationale | Monitoring/Progress  Actions needed to ensure impact | | How impact will be measured | Time frame | Lead/ Staff | | Cost |
| **To provide high quality teaching for all**  Provide time for subjects leaders to carry out and monitor their action plans | As a school we are distributing leadership and developing our middle leaders. These middle leaders have responsibility for the subjects in the school. In order to ensure high quality teaching throughout the school, we need our subject leaders to plan, carry out and monitor progression effectively in their subject throughout the school. We have invested time and money in buying in an advisor to help them write their action plans for the year and are providing them with a morning’s subject leader time on a rolling programme. By giving subject leaders some additional time we are showing that we value the importance of their role in helping to move the school forward. This time will be used to analyse data, carry out scrutitinies, do learning walks or observations and evaluate the progress of their action plans. | Action plans form part of the SDP  Action plans are regularly updated by subject leaders  Actions plans are monitored regularly by KM  Deadlines in place for scrutinies to be carried out by etc… | | See individual subject leader reviews of their plans and their subjects  Each objective has success criteria for it to judged on – what progress is there based on these criteria? | Academic year 2018-19 | KM  CF  RF  AB  KC  ST | | £3,450 |
| **To know individual strengths and barriers to learning**  Learning passports | Learning Passports are an on-going passport to help understand how a child learns best and any barriers he/she is facing. This has become part of the on-going conferencing records.  By giving teachers the time to have an extended conversation at the start of every term, they can get to know each other and the teacher can better understand the ways they can support that child in class to reach his or her potential. | CG to monitor learning passports | | Pupils and teachers have an awareness of their strengths and barriers  Evidence of some progress and action within passports throughout the year | September  January  April | CG  Class teachers | | £830 |
| **To ensure that children are making expected progress and above in writing**  Writing conferences - to provide quality feedmark and set effective targets for writing | Children achieving ARE in writing is below 50% and even lower in JP.  We have unaided writing every term and an assessment grid that it is marked with.  Research reviewed in the Teaching and Learning Toolkit (EEF) suggests that the provision of high-quality feedback can lead to good progress. Providing teachers with the time to provide feedback to children following their unaided writing will give children a better understanding of their strengths and weaknesses in this assessment than previously. Teachers and pupils will then agree on a target to work on in class. This will then be reviewed following the next unaided writing assessment. | Day’s cover for each class teacher following unaided writing  CG to monitor targets set  Moderation of unaided writing | | Class teachers to comment on/measure evidence of progress against the targets they set  CG and CF to monitor progress against targets – random book and writing progress grid | Every half term  X 3 | CG  CF  Class teachers | | £2760 |
| **To create a consistent whole school approach to the language of metacognition**  **To boost children’ awareness of metacognition skills**  Relaunch and promotion of learning dispositions and introduction of the language of learning | Research from the Sutton Trust has shown that ‘metacognition strategies’ is amongst the top 3. These are approaches “which make learners think about learning more explicitly.” This can be done through teaching strategies to plan, monitor and evaluate their own learning (Sutton Trust).  Kate Atkins (Rosendale Primary School) in the ReflectEd introduction states that the strength of evidence supporting the effectiveness of metacognitive strategies is high. “Studies show that children make accelerated progress and that it is particularly effective for low achieving children.”  Tarrant and Holt point out that it is possible for children to be aware of how they learn but if the don’t have the ‘language of learning’ they can’t communicate that knowledge. They also suggest that metacognition and language for learning comes more naturally when embedded in the daily life of the classroom. | Staff meetings to ensure understanding across staff  Weekly assemblies to focus on metacognition and learning dispositions  Class teachers to refer to dispositions or language of learning in at least 1 lesson a day – seen in planning and/or stickies  Regular learning walks asking children about focus of the week  Pupil voice – survey and interviews | | Children will be able to to reflect on their learning and talk about how they learn best  Children will use the language of learning in their talk and writing  Reflection book looks will show increase in language of learning and a bigger range of reflections  Teacher and pupil surveys | Spring and Summer term | CG  All class teachers | | Cost unknown |
| **To foster self-regulation and emotional control**  Introduce Zones of Regulation with some classes and individuals | Behaviour at Trinity is generally very good. Observations, reviews and surveys (children and teachers) have shown that the one area we could improve is with low-level disruptions (behaviour for learning). A new behaviour policy has had some success in address this, and the new dispositions introduced will also link.  Some of the behaviour for learning we are seeing could be attributed to a difficulty with self-regulating their emotional control or reaction to things. There are also some individuals who have been identified as needing support to help regulate their behaviour (as seen on ‘Attitude and Disposition checklist’).  Zones of Regulation is a programme designed to help identify emotions and behaviours and then suggest strategies for how to control them. | Timetables sessions  Where individuals or small groups are involved – ensure there is a whole class awareness of the Zones  Class teachers to read aspects of the book to become familiar  Trial in whole class with class teacher present | | Children will be able to identify the zone they are in  Children will apply strategies to return to the green zone  Teachers will observe children’s self-regulation | 8 hours a term | CG  Class teachers | | £1104 |
| **To provide a language rich environment that promotes and develops communication skills throughout the foundation phase**  **To enhance speech and language skills for all children.**  Wellcomm | A child’s speech and language skills are important for readiness to learn. Early Speech and language difficulties are significant predictor of later literacy difficulties (Snowling et al. 2010) and vocabulary at age 5 is a strong predictor of the qualifications when leaving school (Feinstein and Duckworth 2006). Children from disadvantaged backgrounds are susceptible for speech and language difficulties. The Better Communication Research Project – recommended such children should receive additional support.  Early identification and intervention for speech, language and communication is vital as is providing all children with a language rich environment that promotes and develops communication skills.  Wellcomm provides an assessment tool for us to create baselines for every child in the Foundation Phase and suggested activities to do based on this.  We want our foundation phase to have language tasks embedded in daily practice as well as daily language specific sessions for those who might need it.  All children in the Foundation Phase are screened in October, January and July. | All foundation phase staff are trained.  All children to be screened 3 times a year – data analysed.  Planning will target gaps either as whole class or talk groups | | WellComm assessments used to show progression – screen in Aut and Spring and summer. | Oct, Jan, July | CC  AB  FS staff  CG  KM | | £1120  Staff time to screen and carry out group/ individual wirk |
| **Targeted support**  **Total planned cost - £7527.50** | | | | | | | | |
| Desired outcome  Action/approach | Evidence and rationale | Monitoring/Progress  Actions needed to ensure impact | | How impact will be measured | Time frame | Lead/ Staff | Cost | |
| **To ensure that children are making expected progress or above in reading and enjoyment of reading is high; For readers to be at Age Related Expectations**  BR@P | 48% of Pupils eligible for JP are below ARE in reading. We wanted to give this group of children the chance to have some 1-1 focused reading time with an adult.  BR@P is a proven intervention, training provided locally to support it. Data from previous years show that most children receiving the support improve in terms of their reading age.  Other interventions might be used if necessary instead or alongside BR@P (e.g. Toe by Toe, Precision teaching, Phonics work). | 3 TAs trained up in it and have specifically timetabled slots;  CG to monitor and evaluate success at the end – YARC and Benchmarking.  Regular meeting time has been organised to meet with staff doing the programme.  Intervention is recorded on class provision map. | | Pupils show progress in reading age (YARC) for accuracy, comprehension and rate and/or benchmark levels  Do PIRA results reflect YARC?  Pupils make progress/close gaps in reading  Increase in pupils achieving age-related expectations in reading | 6-7 children each term  Change over at start of term | CG  EoC  JB  AH | £5,323.50 | |
| **To boost self-esteem and resilience; To teach strategies to calm and control their emotions and deal with problems that occur**  Well-being/ ELSA | As a school we feel emotional literacy (self-esteem, resilience, self-regulation, motivation, social skills and empathy) plays a vital role in individuals’ success as a learner and being stressed, angry, upset and lacking in self-belief can block learning and create negative behaviours within the classroom.  This resource is open to everybody, but we pay particular attention to our vulnerable children. | 2 TAs trained up in it;  Specifically timetabled for.  Regular meeting time has been organised to meet with staff doing the programme  Start and end survey carried out  ELSA portfolio | | Questionnaires to be given before and after  Children have increased strategies to help them cope with their area of need |  | CG  SLB  VS | £1,100.00 | |
| **To ensure that children are making expected progress or above in maths; For mathematicians to be at Age Related Expectations**  Maths 'conferencing' and fluency support | Raising attainment in maths is a school priority at the moment.  After data analysis of maths results, a review process, advice from the department and other schools, and careful consideration, a new approach in maths has been adopted and is being embedded across the school (Maths No problem) to encourage reasoning and problem solving. This focuses on concrete, pictorial and abstract to support understanding of key concepts and so children’s ability to explain their thinking is improved.  We have also recently launched (Jan 2019) Times table Rockstars to improve children’s fluency with number facts to increase their capacity for mental maths and calculations.  With the JP time we want to introduce some maths conferencing sessions. These would be bespoke to the individuals by working through areas identified by them or in class. | Timetabled time to do so.  Notes and records kept of what has been covered so that we can track progress in that area (e.g. in class and assessments) | | Progress on individual target areas  Evidence in class work and assessments (e.g. PUMA) that understanding has increased  OAT progress tool | About 8 hours a term | CG  Class teacher  MG | £1104 | |
| **Other approaches** | | | | | | | | |
| Desired outcome  Action/approach | Evidence and rationale | Monitoring/Progress  Actions needed to ensure impact | | How impact will be measured | Time frame | Lead/ Staff | Cost | |
| **To provide financial support so all children can access school** | As a school we want all children to be able to access any aspects of school life they want to and so provide support as when it is needed for residential trips, breakfast and afterschool clubs, music, educational resources etc… | NA | | Children are included in all aspects of school life | As and when needed | KM  CG | TBA | |