

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: January 2026

School overview

Detail	Data
School name	Trinity School
Number of pupils in school	212
Proportion (%) of Jersey Premium eligible pupils	10.4%
Academic year/years that our current Jersey Premium strategy plan covers	2026
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
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:

- Further develop the curriculum to ensure it is broad, balanced and consistently implemented across the school
- To maintain and promote high levels of progress in early reading/ phonics and reading attainment throughout the school
- Develop a Personalised CPD Programme for staff
- Plan for age-appropriate vocabulary progression in all curriculum subjects
- Establish a fully resourced and staffed OPAL (Outdoor Play and Learning) lunchtime play provision that encourages inclusive, imaginative and physically active play for all children.
- Ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;
- To further develop the curriculum to ensure it is broad, balanced and consistently implemented across the school.

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	<p><u>Reading</u></p> <p><u>2025:</u></p> <p>At the end of the academic year 2023-4, 75% of children (not including those on a bespoke learning plan due to additional needs) were assessed as being secure in reading. The phonics learning was identified as an area for development for a key year group which could account for this gap. Targeted work has begun to reduce the gap and ensure that children make accelerated and sustained progress across all subjects. Support staff have been deployed to focus year groups to run catch-up sessions in Little Wandle.</p> <p><u>Update for 2026:</u></p> <p>At the end of the academic year 2024-25, the success of the implementation and fidelity to the scheme of Little Wandle was evident in the phonics and reading results, therefore, this work continues into the next academic year. 91% of our Year 6 were assessed as secure in reading (this compares to 72% reading island average).</p>
2	<p><u>Writing</u></p> <p>At the end of the academic year 2023-24, 54% of children eligible for Jersey Premium were assessed as being secure in writing (not including those children who were accessing a bespoke learning plan due to additional needs). In 2025, there was a focus upon developing the learning of subject specific vocabulary and understanding of language linked to the learning.</p> <p><u>Update for 2026</u></p> <p>Teacher assessment shows significant improvement in writing over time with 73% of our whole school children being assessed as secure. There continues to be a gap between the (small number) of children eligible for Jersey Premium and those that are not, however it must also be taken into account that a significant number of these children having additional needs.</p>
3	<p><u>Maths</u></p> <p>Update 2026 – Teacher assessment shows a gap in the percentage of pupils that are eligible for Jersey Premium, that are secure in their maths in comparison to those that are not, however it must also be taken into account that a significant number of these children having additional needs.</p>
4	<p><u>Mental Health and Wellbeing</u></p> <p>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.</p>

	<p>With a growing wellbeing support offer, continuing to embed this support as well as the assessment and referral process is an ongoing focus for the school, particularly with the employment of a new Family Engagement Worker.</p> <p><u>Update for 2026:</u> Family Engagement Worker was appointed in Spring 2025. They have developed relationships with a number of families and deliver the Jigsaw Families programme.</p>
5.	<p><u>Adaptive Teaching:</u></p> <p>Adapting our academic teaching and learning provision to support the needs of pupils with SEND to ensure they achieve the best possible outcomes continues to be a focus across the school.</p>

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.	Case studies for individual children will show progress in their learning.
2.) To continue to close the gap between disadvantaged pupils and the whole school in reading.	Case studies for individual children will show progress in their learning.
3.) To further close the gap between disadvantaged pupils and the whole school in maths.	Case studies for individual children will show progress in their learning.

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: **£5000**

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

Budgeted cost: **£29900**

Wider support (e.g. attendance, behaviour, wellbeing)

Budgeted cost: **£6120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Endowment Fund research-based guidance informs us that evidence indicates that <i>'ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils'</i>, In fact <i>'research tells us that high quality teaching can narrow the disadvantage gap'</i>.</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"> • Gleaning pupil voice related to a set area (such as a subject, Inclusion and Diversity, etc) • Learning Walks • Subject deep dives • Development of subject specific vocabulary systems for teaching and learning <p>£4500</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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2 & 3</p>
<p>SENCo and Early Years SENCo to work together to complete learning walks across the year in order to further develop the school's understanding of and implementation of adaptive teaching and learning.</p> <p>£500</p>	<p>In line with the school development plan and also noting the large percentage of children that are eligible for Jersey Premium who also have additional needs, they will continue to conduct a termly learning walk around the school to focus upon support in place and fidelity to the learning plans.</p> <p>This will then be discussed and feedback, ensuring that we continue to support and upskill staff which will then impact positively on children with SEND's learning progress.</p>	<p>1, 2, 3 & 5</p>

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 is in a targeted, high quality guided reading group, daily.</p> <p>£25000</p>	<p>As school data shows, this approach is closing the gap between pupils eligible for JP and their peers. Therefore, this approach is to continue.</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'</i>(EEF: Literacy KS1 Guidance Report 2020)</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 https://etd.library.vanderbilt.edu//available/etd-06162010-100830/unrestricted/Davis_dissertation.pdf</p>	<p>1, 2 & 3</p>
<p>Phonics support groups across focus classes.</p> <p>£4500</p>	<p>In order to support phonics, a Lead TA has been delivering Little Wandle catch up sessions with identified small groups and individuals daily, to include ongoing assessment and implementation of teaching of phonics.</p> <p>This also includes an hour weekly of support to other support staff with their practice and delivery of Little Wandle.</p> <p>Phonics EEF</p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p>Evidence: Our impact Letters and Sounds</p>	<p>1, 2, 3 & 5</p>
<p>Use of the digital Wellcomm package to assess and track children's language levels in the Early Years and for individuals</p>	<p>Communication and language approaches EEF</p>	<p>1, 2 & 3</p>

<p>in older year groups as appropriate.</p> <p>£100 annual renewal</p>	<p>Almost all studies into communication and language teaching in the early years investigate the effects on language or early reading outcomes. Therefore, the assessment and targeted support of language and communication in the early years is likely to have a positive impact upon early reading progress.</p> <p><i>EEF: ‘..., the small number of studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects suggesting that this is likely to be a beneficial approach for this group.</i></p> <p><i>There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.</i></p> <p>How could you implement in your setting?</p> <p><i>Communication and language approaches are a crucial part...’</i></p>	
<p>Purchase of the AAC software ‘GRID’ in order to support children with communication.</p> <p>£300</p>	<p>Smartbox Home - Explore Grid AAC</p> <p>Is the Total Communication approach effective for children with complex speech, language and communication needs? - Jessie Luckins, Georgina Tongue, Judy Clegg, 2025</p> <p>As recommended by the Speech and Language Therapy team, access to AAC tools such as Smartbox Assistive Technology and Grid for iPad supports disadvantaged pupils with SEND by removing barriers to communication, enabling them to express needs, share ideas, and engage more fully in learning. For pupils who may already face compounded disadvantage through additional needs, improved communication increases participation, confidence, and access to the curriculum — helping to narrow gaps in engagement and attainment by ensuring their voice is heard and their learning needs are clearly understood.</p>	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>		
<p>MyHappy Mind Trinity School has PSHE well established as a core subject, following the Jigsaw Programme.</p> <p>In order to further enhance and supplement this, MyHappyMind has been introduced across the school. In 2025/26, the school decided to continue this following a trial for the previous two terms and focus upon the Early Years and Key Stage 1.</p> <p>£1200</p>	<p>MyHappyMind is a wellbeing programme that teaches children evidence-based strategies to build resilience, self-esteem, self-regulation, and positive mental health through structured lessons and a supporting app. It helps pupils understand their emotions, develop coping skills, and build confidence — strengthening their readiness to learn and engage positively with school life.</p> <p>There is also access to an app that families can use, seeking wellbeing advice in order to support their children as well as activities and prompts to use with children at home, such as ‘Happy Breathing.’</p> <p>Meet myHappyMind - Transforming Mental Health Education</p>	<p>4</p> <p>Being ready to learn: 1, 2, 3</p>
<p>OPAL – Lead Teaching Assistant time to liaise with other schools, OPAL directly (alongside identified Middle Leader Teacher team and Headteacher), to organise, implement and monitor OPAL approaches.</p> <p>£1500</p>	<p>The OPAL Outdoor Play and Learning programme will be introduced to improve the quality of daily play provision for all pupils, which will particularly impact those pupils that are eligible for Jersey Premium.</p> <p>The approach provides universal access to enriched outdoor play, loose parts, trained staff and further positive play culture with no financial costs to parents.</p> <p>OPAL approaches aim to support pupil reduced playground incidents, stronger peer relationships, improved engagement in play and improved readiness to learn in afternoon sessions.</p> <p>Introduction - Outdoor Play and Learning</p>	<p>4</p> <p>Being ready to learn: 1, 2, 3</p>

	Research & evidence - Outdoor Play and Learning Physical activity EEF Play-based learning EEF	
<p>Jigsaw Families</p> <p>Following ongoing positive feedback, Trinity School is continuing to offer the Jigsaw Families group sessions to families most terms.</p> <p>This will also include the costed time of Lead TA/DSL to join the Family Engagement Worker, delivering the programme.</p> <p>£600 Subscription to the programme £336 per programme staffing (6 weeks per programme) x 4 per year minimum = £1344 £250 resources Total: £2200</p>	<p>https://jigsaweducationgroup.com/programmes/jigsaw-families/</p> <p>Involving parents in children’s education has been shown to have high impact for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Being a Jigsaw Flagship school, we were offered the opportunity to become a pilot school for Jigsaw Families, which involved parents and children learning alongside each other.</p> <p>Following the successful programmes run as part of a pilot scheme, the school will be offering this to families with our new Family Engagement Worker, with the Deputy head supporting for the first programme as part of training.</p> <p>As of 2025/26, the Family Engagement Worker now plans, organises and delivers this programme to a variety of parents and children. She is supported in these sessions by our Lead TA/DSL.</p>	4
<p>Everyday Speech – Social Skills Program</p> <p>£500 – cost of annual subscription £720 – cost of teaching assistant time for 2 hours a week for two terms, to be able to deliver this targeting intervention to identified small groups and individuals</p>	<p>Everyday Speech PK12 Social Skills Curriculum</p> <p>To support pupils whose social communication and emotional regulation present barriers to learning, we will implement the Everyday Speech social skills programme as a targeted intervention for identified pupils, either in small groups or individually.</p> <p>Evidence from the Education Endowment Foundation shows that structured social and emotional learning can lead to positive learning gains, particularly for disadvantaged pupils. Everyday Speech uses evidence-informed video modelling to explicitly teach key skills such as recognising emotions, managing feelings and developing positive peer relationships. As many pupils eligible for Jersey Premium also present with additional needs, this programme aims to reduce barriers to learning, improve classroom engagement and support pupils to access the curriculum more effectively, contributing to closing attainment gaps.</p>	4 Being ready to learn: 1, 2, 3

	Social and emotional learning EEF	
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Total budgeted cost: £41020