

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.

Reviewed: January 2026

School overview

Detail	Data
School name	Trinity School
Number of pupils in school	205
Proportion (%) of Jersey Premium eligible pupils	11.7%
Academic year/years that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Katy McMahon
Jersey Premium lead	Sally Sleath

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£41000

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
- Enhance the provision for pupils with SEND to ensure they achieve the best possible outcomes
- Further embed a culture of health & wellbeing across the school for pupils and staff
- Develop a Personalised CPD Programme for staff
- 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;

Challenges

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

Challenge number	Detail of challenge
	<p>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.</p>
1	<p>In summer 2022, children who are eligible for Jersey Premium were 19% less secure than whole school data and 11% less achieved 100+ in the PIRA test.</p> <p>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.</p> <p>From the pupils eligible for JP in the year 2022-23, 80% of them were assessed being secure in reading from year 1 – year 6 which is in line with their peers. Therefore, this reading approach continues into 2023-24.</p> <p><u>Update for 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>
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"> • lack of opportunity or expertise to practice spellings at home,

	<ul style="list-style-type: none"> • lack of ‘general knowledge’ experience and understanding to give them story ideas, • limits to their vocabulary, • 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. <p>School writing was a focus in 2023 and 2024 is upon KS2 writing.</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).</p> <p>In 2025, there is a focus upon developing the learning of subject specific vocabulary and understanding of language linked to the learning.</p>
3	<p>Maths – In 2022-23, 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> <p>At the end of the academic year 2023-24, 42% of children eligible for Jersey Premium were assessed as being secure in maths (not including those children who were accessing a bespoke learning plan due to additional needs).</p>
4	<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>
5.	<p>Adapting our academic teaching and learning provision to support the needs of pupils with SEND to ensure they achieve the best possible outcomes is a focus across the school.</p>

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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	Review of targets January 2026 – the school has a small number of children eligible for JP and therefore this must be taken into account when viewing percentages. 41% of children eligible for JP also have SEND, with 14% having a Record of Need.
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 2025	Case studies are available to evidence progress that children have made in this area.
2.) To continue to close the gap between disadvantaged pupils and the whole school in reading.	80% of children eligible for JP achieve secure by July 2025	Case studies are available to evidence progress that children have made in this area.
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 2025	Case studies are available to evidence progress that children have made in this area.

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: **£8700**

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

Budgeted cost: **£29806**

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

Budgeted cost: **£1916.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review
<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’, In fact ‘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>£4300</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>Middle Leaders have been provided with release time in order to work together weekly as well as all coming together half termly for a Middle Leaders meeting, led by the Headteacher.</p> <p>Teams have used the time to continue to focus upon their subjects in teams, curriculum design, monitoring and analysing the intent, implementation and impact of their subjects – in line with the School Development Plan.</p> <p><i>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF</i></p>

<p>Maths – Deputy head and Maths Lead to visit a school that has outstanding maths provision in order to share good practice and inform learning at Trinity.</p> <p>£3200</p>	<p>https://www.teachermagazine.com/au_en/articles/sharing-good-practice-gonski-and-professional-collaboration</p> <p>The school plans to identify two schools in the UK for which to visit to look at maths teaching and learning, in order to share good practice and impact our teaching and learning of maths at Trinity.</p>	<p>1,2 & 3</p>	<p>While external visits in the originally planned format did not take place, the strategic aim of strengthening mathematics provision through external expertise, assessment development, and professional learning was maintained through alternative approaches aligned with school priorities.</p> <p>The Maths Lead undertook focused research into assessment practice and the effective use of online mathematics programmes to support teaching, learning, and intervention. This process included reviewing available platforms and analysing how digital tools could enhance formative assessment and provide targeted support for pupils, particularly those who are disadvantaged. Moving into 2025/26, the maths focus is upon development of maths fluency including the recall of maths facts to support this – which ‘Doodle Maths’ will be a key component.</p>
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<p>Inclusion Team 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>£1200</p>	<p>The inclusion staff team have been working within the Inclusion Champions Programme over the past year. Following a recent school review and to further understand and support the learning needs of the children with SEND at Trinity, they will conduct learning walks around the school to gather information.</p> <p>This will then be discussed and feedback into the action plan, ensuring that we support and upskill staff which will then impact positively on children with SEND's learning progress.</p>	<p>5</p>	<p>Learning Walks were conducted with the Inclusion Team across the whole school. Evidence was gathered and discussed then feedback provided to individuals as well as whole school, with many areas of strength noted.</p> <p>Following this, further work was completed alongside the Computing Adviser in supporting staff with the use of assistive technology, with training provided.</p> <p>The school also chose to participate in the MITA project, to continue the development of the effective use of teaching assistants.</p>
<p>Staff development training for staff team in the Early Years, focussed upon language, engagement and inclusion.</p> <p>Training costs: £500</p>	<p>The newly appointed Early Years Inclusion Lead will look at the needs of children in the Early Years and staff training needs. She will research and create (along with members of the SLT) a training package for the Early Years Staff. This will support rising SEND in the Early Years and staff confidence in supporting these needs in such an ever-developing area of learning.</p>	<p>5</p>	<p>Six Teaching Assistants participated in additional after school training alongside teachers in Gestalt Language Processing delivered by the Speech and Language Team in response to specific need in the Early Years. Early Years Staff also took part in training together focussing on 'High Quality Interactions in the Early Years' in April 2025.</p>

Activity	Evidence that supports this approach	Challenge number (s) addressed	Impact Review
<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>Teaching Assistants have undergone additional reading training and Benchmark training with</p>	<p>As data shows from July 2023, 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'</p>	<p>1, 2 & 3</p>	<p>This continued and embedded practice across Key Stage 1 happens daily across years 1 and 2, with all children in these years accessing daily small group reading sessions.</p> <p>At the end of the academic year 2024/25, 96% of year 2 pupils achieved developing or above in reading. With 65% achieving secure (an increase on the year before).</p> <p>All Year 2 pupils eligible for JP were either secure at the end of the year or had</p>

<p>our English Adviser and Headteacher over the academic year in order to further boost the quality of reading provision.</p> <p>£25000</p>	<p>(doctoral dissertation), Vanderbilt University, U.S.A. Available at https://etd.library.vanderbilt.edu/available/etd-06162010-100830/unrestricted/Davis_dissertation.pdf</p>		<p>progressed from emerging to developing.</p> <p>91% of year 6 pupils achieved secure in reading at the end of their primary schooling in summer 2025.</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>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</p>	<p>Our Lead TA delivered Little Wandle catch up sessions to identified children across the year.</p> <p>81% of our Year 1 children passed the Year 1 screening check which was a significant improvement on the year before.</p> <p>AT the end of Key Stage 1, 62% of pupils achieved secure in writing. Trinity School was over the island average which was 51%.</p>
<p>Use of the digital Wellcomm package to assess and track children's language levels in the Early Years and for individuals in older year groups as appropriate.</p> <p>£306</p>	<p>Communication and language approaches EEF</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-</i></p>	<p>1, 2 & 3</p>	<p>Wellcomm assessments have been used periodically across the Early Years. The digital package provides quick results and analysis for staff, so that they are able to plan to support individuals and groups moving forward.</p>

	<p><i>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><i>How could you implement in your setting?</i></p> <p><i>Communication and language approaches are a crucial part...'</i></p>		<p>Wellcomm has also been used for some older individuals, when assessing language which has supported further understanding and target setting for their learning.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3104**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of impact
<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>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</p>	<p>'The potential impact of metacognition and self-regulation is high (+7 months additional progress).'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4</p>	<p>With adjustments to the implementation of the PASS Survey over this academic year to ensure reliability of results, the findings were used to look at themes across the school as well as individuals and small groups.</p>

<p>assessment. The school's Emotional Literacy Support Assistant will deliver twice weekly sessions to pupils.</p> <p>£428</p>	<p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p> <p>https://www.gl-assessment.co.uk/assessments/pass/</p> <p>The ongoing use of the PASS survey enables staff to look at trends, groups and individuals' attitudes to self and school, as well as triangulate this information with other observations so as to be able to implement the support and approaches required.</p>		<p>From speaking to individuals and their teachers following survey results, children were identified for additional wellbeing support. Addressing wellbeing support is evidence based and crucial to ensuring all pupils (including those that are disadvantaged) are ready to learn.</p>
<p>New Mental Health Lead – ongoing CPD.</p> <p>Supply cover to release the member of staff to attend relevant CPD linked to the new role.</p> <p>£300</p>	<p>Supporting children's mental health and wellbeing in the early years Education Endowment Foundation:</p> <p>“Children from lower-income families may experience more difficulties developing self-regulation and executive function. They are also at greater risk of not reaching expected levels of PSED by the end of Reception than their more affluent peers. Integrating PSED and SREF strategies into daily practice can promote children’s mental health and wellbeing. Young children with more developed self-regulation skills are more likely to have better health outcomes in later life, including a lower risk of anxiety and depression.”</p> <p>— Education Endowment Foundation (EEF), <i>Preparing for Literacy Guidance Report</i></p>	4	<p>The newly appointed Mental Health Lead Teacher attended Wellbeing whole-island meetings to share good practice.</p> <p>She also undertook additional training with MyHappyMind, so as to be able to support staff with the implementation of the new scheme and share training.</p> <p>The Mental Health Lead also undertook further training online in mental health and wellbeing in schools through the National College.</p>

	<p>With a new mental health lead, a focus upon continuing our work on providing pupils with the understanding and skills needed to support their own mental health, this will in turn support them to thrive in the school environment. The new mental health lead will be able to support staff in identifying and supporting mental health need across the school, working with the Inclusion Team of staff.</p>		
<p>Jigsaw Families Trinity was a pilot school for Jigsaw Families and following the positive response and impact on individual children and families, will be buying into the scheme and further resources. This will also cost time of one TA and the deputy head in order to deliver the programme.</p> <p>£572.40 First Year subscription to the programme Total: £1188.40</p>	<p>https://jigsaweducationgroup.com/programmes/jigsaw-families/ 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>	4	<p>With the introduction of a new Family Engagement Worker to Trinity School, The Deputy Headteacher and Lead TA ran a Jigsaw Families programme in March along with the Family Engagement Worker.</p> <p>Following this, The Family Engagement Worker then led another programme to a new set of families in June 2025.</p> <p>Feedback from families has been overwhelming positive, with comments such as:</p> <p><i>‘Jigsaw Families has helped strengthen my relationship with my children as I feel more connected with them. It’s taught me how to better communicate, understand and manage their (and my own!) feelings. I am a more confident parent knowing that I am good enough.’</i></p>

Total budgeted cost: £ 40922

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.