



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.

School overview

Detail	Data
School name	Grouville
Number of pupils in school	398
Proportion (%) of Jersey Premium eligible pupils	28%
Academic year/years that our current Jersey Premium strategy plan covers	2022-2024
Date this statement was published	31 st January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Nichola Turner
Jersey Premium lead	Lydia Arrowsmith

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 155,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Jersey Premium strategy plan

Statement of intent



At Grouville School, we take our responsibility for fostering life-long learners seriously by ensuring that every pupil in our school community reaches their true educational potential. As such, we are dedicated in promoting high aspirations for all and utilising Jersey Premium (JP) funds effectively to improve the educational outcomes for eligible pupils and thus narrow the attainment gap between our disadvantaged pupils and their peers.

We have adopted a tiered approach to our Jersey Premium strategy, which identifies the specific barriers to learning and success for our cohort of pupils and looks to address these through three key areas - high quality teaching, targeted academic support and wider strategies. Our identification of the challenges that our eligible pupils face is based on assessment and not on the assumptions about the impact of disadvantage. We have selected to focus on a limited number of priorities which have a proven body of supporting evidence to ensure these can be implemented efficiently and thus have maximum impact for our pupils. The Jersey Premium Strategy aligns closely to our overarching school improvement plan and promotes all staff taking collective responsibility for eligible pupils' outcomes to ensure every pupil can excel.

Challenges

This details the key challenges to achievement that we have identified among our Jersey Premium Pupils.

Challenge number	Detail of challenge
1	Low levels of attainment on entry to EYFS in Communication, Language, Literacy and Mathematics.
2	The attainment gap for a number of pupils has widened owing to the continued impact of the COVID-19 pandemic.
3	Increased number of pupils eligible for Jersey Premium funding also have Special Educational Needs or needs which are being explored and supported through additional teacher monitoring and input.
4	Limited financial means to provide access to wider enrichment activities and experiences.



5	Increased number of pupils requiring additional well-being or social, emotional, mental health support, with some pupils requiring support for extended periods of time.
6	Specific challenges in home lives makes it difficult for some parents/carers to support children with their learning at home.

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
Continued improvement in the quality of teaching and learning across all phases leading to improved outcomes for all.	<p>Triangulated evidence from a range of sources (e.g. learning walks, book looks, pupil voice and ongoing formative assessment) demonstrates consistent high quality teaching and learning across all year groups that is adaptive and responsive to pupils needs.</p> <p>Pupils in receipt of Jersey Premium funding make good or better progress in Reading, Writing, Maths and Science.</p> <p>Increase in the percentage of pupils working at age related expectations across all core subjects.</p>
Improved oral language and communication skills	<p>EYFS pupils in receipt of JP funding will make expected or better than expected progress in all strands of communication and language.</p> <p>The gap between Jersey Premium and Non-Jersey Premium pupils' oral language skills is further minimized.</p> <p>Percentage of pupils in receipt of JP funding who achieve the Early Learning Goal for Communication and Language is in line with non-JP pupils.</p> <p>KS1&2 pupils make expected or accelerated progress on WellComm intervention. Increase in percentage of JP pupils achieving age related attainment in Speaking and Listening.</p>
Maintain good progress in Reading and Maths for eligible pupils in KS1 & 2 and increase progress made in writing.	<p>Pupils in receipt of an intervention make good progress towards age related expectations from individual starting points.</p> <p>The attainment gap in writing for pupils eligible for Jersey Premium and their peers diminishes.</p>



	Increased number of pupils achieving age related expectations.
Jersey Premium pupils have access to extra-curricular activities and participate fully which leads to increased interests and talents.	<p>Greater number of pupils attending extra-curricular activities across both KS1&KS2.</p> <p>Pupil voice demonstrates high levels of enjoyment and engagement in activities.</p>
Improved and sustained well-being, resilience and transferable skills for targeted pupils.	<p>Impact of emotional barriers to learning minimised with early support.</p> <p>Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations demonstrate increased well-being and pupil confidence in using strategies to be able to monitor and self-regulate own emotions.</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)

Budgeted cost: £ 77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD and training; identified through monitoring, learning walks and lesson observations conducted by senior and middle leaders for all staff.</p> <p>Peer observations & Coaching based on Walkthru Model (Action Research)</p> <p>Developing Effective Feedback</p>	<p>The Educational Endowment Foundation Guide to Pupil Premium (2021) states that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</p> <p>EEF Evidence has found that Feedback has very high impact for very low cost based on extensive evidence.</p>	1,2,3



<p>Subject Leader release time to monitor and evaluate teaching and learning and provide specific and timely support as necessary</p> <p>Oracy – Voice 21 (Sep)</p> <p>Temporary Supplementary Allowance point assigned to staff member to work in consultation with JP lead to drive strategy and support implementation with specific focus on Speech, Language and Communication for all groups of children</p> <p>Additional Teacher planning time and meeting time with Teaching Assistants (TAs)</p> <p>Special Educational Need courses specific to staff needs based on pupils they are supporting</p> <p>Little Wandle Training (Systematic Phonic Programme)</p> <p>No More Marking – Assessing Primary Writing</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The EEF 'Putting Evidence To Work – Implementation Guidance Report' (2019) recommends that 'a culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities'.</p> <p>EEF - MITA Guidance Report Recommendation 4: Ensure TAs are fully prepares for their roles in the classroom. TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF found that Phonics has a positive overall impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Comparative judgement is a long-established research method that originates in the academic discipline of psychophysics. It requires no rubrics and is instead grounded in experts making pairwise judgements about the relative 'quality' of students' work according</p>
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	to a high-level criterion. The resulting decision data are fitted to a statistical model to produce a score for each student. Cited benefits of comparative judgement over traditional methods include increased reliability, validity and efficiency of assessment processes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia	EEF independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. The programme had a positive effect on skills that are important for further literacy development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2,3
Boost Reading @ Primary	Gains of 6-9 months in reading age have commonly been reported, along with improvements in pupils' confidence, independence and enjoyment. Pupils in the programme make on average twice the rate of usual progress.	
Herts Reading Intervention – KS2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=liter	
Complete Maths		
WellComm	EEF Evidence: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1



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

Budgeted cost: £ 29,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Early Achievement in Literacy Project (REAL)</p> <p>Sharing Sessions – Phonics & Maths</p>	<p>EEF Evidence: Parental Engagement; +3 months impact</p> <p>https://guidebook.eif.org.uk/public/files/pdfs/programmes-raising-early-achievement-in-literacy.pdf</p>	1,6
<p>ELSA / Well-being Sessions & training of an additional ELSA to increase amount of support available</p> <p>1:1 Counselling Sessions</p> <p>Decider Skills/ Zones of Regulation including work at three levels to include whole-school, whole-class and targeted group or individual support as well as maximising opportunities through everyday teaching</p> <p>Metacognition Focus on self-regulation skills within EYFS</p> <p>Peer Mediation – training of new cohort by The Resolution Centre / implementing new timetable of support</p>	<p>EEF toolkit: Social and Emotional Development - Average Impact +4 months. Positive pupil and parent voice from previous input.</p> <p>Recommendation 6 of Improving Social and Emotional Learning in Primary Schools encourages schools to reinforce SEL skills through whole-school ethos and activities.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit: Metacognition and Self-regulation strategies – Average Impact + 7 months</p>	5



from Peer Mediators for KS1 & 2 pupils		
Extra-Curricular Activities	EEF Toolkit: Arts participation – Average Impact +3 months. EEF states that 'it is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £ 155,000



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.

There continued to be persistent disruption to several activities from our 2021-22 strategy owing to a range of factors including the limited availability to secure regular supply teachers and teaching assistants, ongoing staff absence due to COVID and the need to redeploy a number of existing staff members to support pupils with Special Educational Needs. This thus had a significant impact on the consistency and scale of intervention and CPD that the school was able to undertake as well as less timely and therefore effective implementation of activities. A proportion of the funding was redirected to other activities and resources which are outlined below.

Progress

EYFS

- 100% of pupils entitled to JP funding made expected or above expected cumulative progress across the curriculum from their individual starting points at the end of Reception.

Years 1-6

- On average pupils entitled to JP funding from Years 1-Years 6 continued to make slightly more than expected progress across the core subjects (Science (+0.5), Reading (+0.1), Maths (+0.1). There was an increase of (+0.2) in Writing from the previous year with pupils now on average making slightly more than expected progress.

Attainment

EYFS

- The percentage of pupils entitled to JP funding achieving the ELGs was broadly in line with non-JP pupils in the areas of Self-Regulation, Managing Self, Building Relationships, Creating with Materials, Fine Motor skills, Being Imaginative, Past and Present, The Natural World and Gross Motor Skills.
- Specific Areas of Learning - The majority of pupils entitled to JP funding achieved the ELGs for Writing and Word Reading and the large majority achieved the ELGs for Numerical Patterns and Number.
- The large majority of pupils achieved the ELGs for the Prime Areas of Learning,

Years 2, 4 & 6

- Pupils entitled to JP funding in Y2 achieved better than those in all mainstream Government schools in Maths (+12%), Reading (+12%) and Writing (+10%).
- Most pupils entitled to JP funding achieved 2D or above in Maths (93%), Reading (93%) and Writing (87%) although this was below non-JP pupils at Grouville.



- The percentage of JP pupils achieving Year 4D or above and Y6D and above in Maths, Reading and Writing was below all mainstream Government schools and non-JP pupils at Grouville.

High quality teaching

- All teachers have completed the Walk Thru training and coaching sessions have begun with qualitative feedback to be collected at the end of the cycle.
- Learning walks continued to demonstrate increased consistency in Teaching and Learning across all phases, with higher expectations for all. Senior Leaders supported where needed to ensure there was continued consistency for classes who were being taught by non-permanent members of staff owing to Parental Leave or Staff Absence.
- High quality teaching and learning continues to be a priority for our School Improvement Plan and focus for all senior and middle leaders.

Interventions

The frequency and size of interventions has been significantly impacted the last academic year owing to reasons identified above. 65% of pupils in receipt of JP funding received an intervention with 28% accessing two or more throughout the course of the year.

WellComm

EYFS

- **Nursery:** There was a 20% increase in JP pupils achieving age related expectations on WellComm screening after intervention. All pupils made progress from their individual starting points meaning the gap between their attainment and age-related expectations is continuing to close. Continued intervention is needed as children enter Reception.
- **Reception:** 43% of JP pupils were working below age-related expectations on entry to Reception based on initial WellComm assessment. By the end of the year 100% of JP pupils were working at age-related expectations.

Key Stage 1

- **Year 1:** 39% of pupils required intervention based on first assessment data. This figure reduced to 12% by the last assessment as 88% of JP pupils were now working at age related expectations.
- **Year 2:** 100% of pupils entitled to JP funding achieved age-related expectations by the end of the year. This was an increase of 13% from the first assessment.
- Screening of pupils at the next level for their new year groups has highlighted that a number of pupils require ongoing intervention at each stage to ensure they achieve age related expectations by the end of the year and the gap between JP and non-JP does not widen.

Lexia



Key Stage 2

- Pupils who completed Lexia regularly and who were also accessing learning at home made better progress than those who accessed the program less consistently.
- Data indicates that there was a 28% increase in JP pupils now working within Year group level and 22% were working above the expected level.
- The average units gained since starting Lexia was 249 with the average levels completed 2.9.
- The average months of growth for pupils was 8.5 based on usage for one or two terms.
- Evaluation has highlighted that further actions can be taken to improve implementation and hopefully increase impact. This includes ensuring that there is additional staff support to deliver individual instruction for those pupils identified as well as ensuring there is more availability to accessing devices to complete Lexia.

Third Space

- On average 14 learning objective steps were covered per pupil. This was a decrease in comparison to the previous year with a smaller group of pupils.
- 70% of JP pupils stated that they enjoyed the sessions. This again was a decrease in comparison to the previous year. We believe that session availability was a factor in this as pupils were taken out of lessons which were more favourable.
- Pupils rated the sessions as 4 out of 5 for usefulness.
- Technical issues also meant that time was lost learning.
- Upon consideration of progress made, pupil voice, implementation difficulties as well as CYPES now providing schools with Complete Mathematics this intervention will be stopped.

Wider Strategies

As with the other areas of our strategy we have unfortunately had to scale back the opportunities we had hoped to offer our children.

- **Well-being:** Capacity of ELSA sessions was reduced owing to staff absence and support redirected to highest needs. 24% of pupils in receipt of Jersey Premium funding received some form of well-being support last year (Counselling, ELSA, Well-being) with further pupils on the waiting list to receive input this year. Feedback from pupils and parents who received ELSA interventions demonstrated positive impact.
- **Decider Skills:** Evidence such as observations of pupils utilising skills to support self-regulation within the core day as well as teaching staff drawing upon the skills within everyday teaching and situations demonstrates that Decider Skills has been further embedded into everyday life at Grouville.
- **Extra-curricular activities:** A number of staff had committed to supporting the Jersey Tutoring Programme (JTP) therefore there was limited staff availability to run after school clubs. Outside agencies such as Jersey Sports and Sports Bugs were utilised to increase our offer. There was positive feedback from pupils on all available clubs that took place.

Unspent funding from 2022 has been utilised to purchase resources such as

- Additional iPads to increase the amount available in each class as well as headphones and a set of laptops to ensure that a year group can access learning at the same time and thus



allow interventions and lessons to be timetabled for the most appropriate time to ensure quality learning and impact.

- New library books (fiction and non-fiction) for KS1 to promote enjoyment and love of reading.
- Continuous Provision resources for Reception to support Communication, Language and Mathematics.
- Resources for Little Wandle Phonics to support effective implementation of new scheme.

What other feedback have you had on your plan or activities?

Feedback from other stakeholders:

Some comments from pupils who attended after school sports clubs in KS1 were

“I think it was so good because we did lots of activities!”

“I like it because I try things and do new games!”

“I think it was really fun! I was scared the first time I went but now I’m not. I learned lots of different sports activities.”

Positive Parental feedback from ELSA interventions were also received such as

“X has started to be able to self-regulate and talk about her emotions more easily. Thank you for your help and support.”



Further information (optional)

- 40% of all pupils receiving Jersey Tutoring Programme in the Autumn term 2022 were in receipt of Jersey Premium funding.
- We have and are continuing to apply and access available funds via charities/local community organisations to support trips and resources for disadvantaged pupils.
- Where possible a range of visits booked/completed to ensure pupils take part in a wide variety of experiences within the local community to improve their cultural capital. This will continue to be a priority moving forward.
- Pupil Voice Groups – There is representation of Jersey Premium pupils in pupil voice and participation groups to ensure pupil's wider contributions to school life build a sense of community, belonging and responsibility (e.g. Peer Mediators, Anti-bullying ambassadors, Rights Respecting Ambassadors, Digital Leaders)
- The school Mental Health and Well-being Team have widened their representation across staff and have formulated an action plan to develop our provision further.
- All teaching staff will complete the Bell Foundation MLL training by the end of the year. All staff will take part in a MLL workshop led by Dr Eowyn Crisfield on April Inset Day.