



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	387
Proportion (%) of Jersey Premium eligible pupils	27%
Academic year/years that our current Jersey Premium strategy plan covers	2022-2024
Date this statement was published	31 st January 2024
Date on which it will be reviewed	December 2024
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> <p>A whole school focus on Oracy will see pupils becoming more effective speakers and listeners over time. As a result, we will see improved outcomes in writing and across the curriculum.</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> <p>Increased number of pupils achieving age related expectations.</p>



Jersey Premium pupils have access to extracurricular 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: £80,000

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>Subject Leader release time to monitor and evaluate teaching and learning and provide specific</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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p>	1,2,3



and timely support as necessary		
Oracy – Voice 21		
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 and Oracy for all groups of children	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'.	
Additional Teacher planning time and meeting time with Teaching Assistants (TAs)	EEF - MITA Guidance Report Recommendation 4: Ensure TAs are fully prepared 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/educationevidence/guidance-reports/teaching-assistants	
Special Educational Need courses specific to staff needs based on pupils they are supporting		
Little Wandle Training (Systematic Phonic Programme)	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/educationevidence/teaching-learning-toolkit/phonics	
No More Marking – Assessing Primary Writing	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 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.	



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

Budgeted cost: £45,000

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	
Phonics Interventions		
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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Early Achievement in Literacy Project (REAL)	EEF Evidence: Parental Engagement; +3 months impact	1,6



Sharing Sessions – Phonics & Maths	https://guidebook.eif.org.uk/public/files/pdfs/programmes-raising-early-achievement-in-literacy.pdf	
<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>Tapping</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 from Peer Mediators for KS1 & 2 pupils</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
Extra-Curricular Activities	<p>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'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	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 2022 to 2023 academic year.

There continued to be persistent disruption to several activities from our 2022-23 strategy owing to a range of factors including Industrial Action, the limited availability to secure regular supply teachers and teaching assistants, ongoing staff absence due to COVID, illness etc. 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.

Impact of Jersey Premium Activity on pupils at Grouville School was as follows:

Progress

EYFS

- 90% 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: Reading (+0.1), Maths (+0.2) Writing (+0.05). There was an increase of (+0.1) in Maths from the previous year with pupils now on average making slightly more than expected progress.

Attainment

EYFS

- The majority of pupils entitled to JP funding achieved the Early Learning Goals (ELGs) across all areas of the curriculum.
- The percentage of pupils achieving the ELGs was broadly in line with non-JP pupils at Grouville School in the areas of: Managing Self, Building Relationships, Creating with Materials, The Natural World, Fine Motor Skills and Gross Motor Skills.

Years 2

- Most pupils entitled to JP funding achieved Year 2D or above in Maths, Reading and Writing although this was below non-JP pupils at Grouville.
- Pupils entitled to JP funding in Year 2 achieved slightly better than those in all mainstream Government schools in Maths and Writing.



Year 4

- Most pupils entitled to JP funding achieved Year 4D or above in Maths, Reading and Writing although this was below non-JP pupils at Grouville for Maths and Reading.
- Pupils entitled to JP funding in Y4 achieved slightly better than those in all mainstream Government schools in Maths, Reading and Writing.

Year 6

- Most pupils entitled to JP funding achieved Year 6D or above in Maths, Reading and Writing and achieved better than non-JP pupils in Reading and Writing.
- Pupils entitled to JP funding in Y6 achieved slightly better than those in all mainstream Government schools in Maths, Reading and Writing.

High quality teaching

- All teachers have continued with coaching sessions (although these were impacted by staff absence, industrial action etc.). Targets have been woven into Performance, Review and Appraisal (PR&As).
- Learning walks and Subject Leader monitoring 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 a 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. 68% of pupils in receipt of JP funding received an intervention with 30% accessing two or more throughout the course of the year.

WellComm

- All pupils entitled to JP funding who did not achieve age related expectations on their first assessment received intervention. The large majority made expected or better than expected progress from their individual placement level. Below is a table outlining the 5 increase of pupils now working at age related expectations.

	% of Pupils Achieving Age Related Expectations (ARE) on First Assessment	% of pupils achieving Age Related Expectations on Last Assessment	% Increase of Pupils Achieving Age Related Expectations
Reception	17%	67%	+50%
Year 1	42%	67%	+25%



Year 2	64%	100%	+36%
Year 3	61%	72%	+11%
Year 4	71%	100%	+29%

- Screening of pupils at the next level for their new year group has highlighted that a number of pupils require ongoing intervention at each stage to ensure the gap between JP and non-JP does not widen and pupils achieve age related expectations.

Lexia

- Pupils in KS2 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 24% increase in JP pupils now working within Year group level and 20% were working above the expected level.
- Evaluation has highlighted that although this intervention has been successful for many children; some children are losing interest and therefore we need to further explore its impact and whether this intervention is still suitable.
- Evaluation has also indicated promising progress of phonics interventions for those children that took part. These will be scaled up further across EYFS, KS1 and KS2 for 2024.
- We are continuing to explore different Maths interventions and are currently trialing Dynamo Maths which is a research and evidence-based resource.

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. 32% of pupils in receipt of Jersey Premium funding received some form of well-being support last year (Counselling, ELSA, Well-being, Tapping) with further pupils on the waiting list to receive input this year. Feedback from pupils and parents who received ELSA and 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. Summer and Autumn saw an increase in our after school club provision with support staff offering crochet, First Aid, art and craft, Lego etc. There was positive feedback from pupils on all available clubs that took place and waiting lists for most activities.

Owing to ongoing disruption of our strategy a proportion of the funding was redirected to other activities and resources which included:



- To support children with additional needs.
- Sourcing additional resources for Little Wandle Phonics to support the effective implementation of the new scheme and catch up in KS2.

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

Feedback from other stakeholders:

Grouville School was reviewed as part of the Jersey School Review Framework in June 2023. The team found that:

‘Leaders keep a close check on whether Jersey Premium and pupils with special educational needs and/or disabilities (SEND) are getting the support they need to do at least as well as their peers.’

‘Leaders introduced a new phonics scheme from September 2022. There has been strong investment in both resources and staff training for the new scheme. Early signs of its positive impact on standards and how well and quickly pupils learn to read are very promising.’

‘Additional interventions, designed to help pupils do better when in their daily lessons, are carefully planned, focused and effectively taught. Leaders are not afraid to identify where things are not working and adapt.’

‘Pupils well-being is central to the school’s approach.’

Please click on the link below to access the full Independent Report of Grouville Primary School
<https://www.gov.je/SiteCollectionDocuments/Education/JSRF%20Report%20Grouville%20Primary%20School.pdf>

A selection of comments from pupils who attended after school clubs:

‘You can learn more skills and you can have a lot of fun.’

‘I enjoyed making pom poms and bracelets and I loved the seed bombs.’

‘I liked making the little models out of air-drying clay and making the seed bombs was fun.’

I like learning new things – pom poms was my favourite.’

‘Multi-sports was great – we learnt to use lots of equipment.’

‘We learnt lots of different stitches in crochet and I had never done this before. I used the magic ring to make a little lion teddy.’

‘We could work together in Lego Club to make a project. We made a Jurassic Park – it was very enjoyable. I upset when it came to an end.’

‘I like how the adult takes your ideas and uses them in the next session. The sessions are fun and I learn a lot.’

‘If you find it difficult to do your homework at home you can get help at Homework Club. They give you lots of ideas.’



Further information (optional)

- 42% of all pupils receiving Jersey Tutoring Programme in 2023 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 completed the Bell Foundation MLL training by the end of the year. All staff took part in a MLL workshop led by Dr Eowyn Crisfield on April Inset Day 2023.