

St. Martin's Primary School



Together We Succeed More.



Jersey Premium Strategy Plans for 2021

The purpose of this planning document is to support St. Martin's School with the development of a Jersey Premium funding strategy for 2020-2022. The strategy works alongside our 'School Development Plan' and is part of an ongoing process that will be used as a working document to improve outcomes for pupils. The strategy will be evaluated and reviewed on an annual basis.

St. Martin's School Vision

At St Martin's, we believe that all children have the right to high quality learning opportunities which challenges, motivates, inspires and supports. Children are at the heart of everything we do and we ensure that everyone has a safe and secure learning environment to flourish in. We give children the tools to grow into mature, confident and responsible members of our community. We provide a supportive, caring, approachable, inclusive and creative learning environment, which focuses on the needs of all learners in the school. We care and listen to each other, our children, our families and our wider community. Everyone involved with the school has a positive and happy experience and leaves each day with a smile. We work together to ensure everyone succeeds. We are proud to be part of the St Martin's Team and we want everyone to share this.

We do this by:

- Focusing on high quality teaching and raising standards/achievement to ensuring excellent progress for all children. Our expectations of everyone are high and we do everything we can to ensure those expectations are met.
- Offering a broad and balanced curriculum, which includes the local and community aspects of our teaching.
- Ensuring that every decision we make has the children in mind and that children's voices are heard.
- Welcoming and encouraging parent partnership.
- Engaging with and visiting the local community on a regular basis which allows us to make our curriculum real and relevant to children's lives.
- Having a high focus on well-being for pupils and staff.
- Ensuring a team approach to support and challenge each other in a safe environment. 'Together We Succeed More.'

What is Jersey Premium?

Jersey Premium is a targeted funding programme which aims to make sure all children get the very best from their education. The funding is paid directly to the school as we are best placed to assess what interventions would be appropriate to enhance the learning experience for the eligible pupils within our care.

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Eligibility for Jersey Premium

There are three eligibility criteria:

- all children who are looked after or children, who have previously been looked after
- children from households which have recently claimed Income Support
- children from households with 'Registered' status that would qualify them to claim Income Support if they had lived in Jersey for five years

To find out more about Jersey Premium and for all application forms and fact sheets, please follow this link: www.gov.je/JerseyPremium

Recently arrived children

If you think your family would qualify for Income Support if you had lived in the Island for five years, you can find out if your child is eligible for Jersey Premium by completing a short questionnaire. This is available from via the gov.je website: www.gov.je/JerseyPremium

St. Martin's School Jersey Premium

Strategy | A tiered approach

At St. Martin's School we have adopted a tiered approach to Jersey Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

Teaching | Improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Jersey Premium spending.

Targeted academic support | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

Wider strategies | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

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Strategy Aims

Teaching

- To enhance and support the professional development of our teaching staff, in order for them to provide the highest quality teaching, across a broad and balanced curriculum.
- To provide high quality subject leadership training for middle leaders. Establish structures for teachers to provide subject leadership across a broad range of subjects.
- To ensure that our eligible children – as all others – have their needs and barriers clearly identified (e.g. through assessment data, our growing knowledge of children, conversations with children and parents etc.) and their progress is closely monitored through the school. We adopt a 'relentless' focus on the progress of all children and take action in order to support accordingly.

Targeted academic support

- To provide a targeted level of support as required, for our Jersey Premium eligible children, so that they make the progress expected of them, particularly in Speaking, Listening, Reading, Writing and Maths.
- Attainment - our eligible children should achieve and maintain at least average end of KS2 reading, writing and maths scores. This will be compared to other similar schools ('statistical neighbours.')
- To plan and deliver short term intervention programmes for underachieving children, those with Special Educational Needs (SEN) and children extending their learning.
- To provide early intervention for children in danger of falling behind.
- To develop children's communication (e.g. oral language and social interactions.)
- To increase and develop teaching resources and equipment, to support the teaching and learning of English and Mathematics.

Wider Strategies

- To further develop pupil voice, positive behaviour and health/mental wellbeing.
- To ensure that appropriate behaviour management systems and capacity are used and monitored.

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- To provide an incentive to children to come to school and achieve higher levels of progress (e.g. special trips out, use of resources, roles of responsibility, participation within a club etc.)
- To monitor attendance and punctuality, and target (through support) as necessary.

Additional Notes

Sometimes, the extra staff employed in school to support our children who are eligible for Jersey Premium, will also work with other children too. This is often due to how the class groups are organised and will be for all children's benefit; at St. Martin, we are keen to ensure that those not in receipt of the Jersey Premium funding do not themselves fall behind due to a lack of support and intervention.

All matters regarding the use of Jersey Premium funds are treated with discretion and in confidence. We will observe our continuing responsibilities under the Jersey Data Protection Act, so that individuals or groups of individuals, including children funded through the Jersey Premium cannot be identified in Strategy Plans publicised externally.

School overview

2021

School name	St. Martin's
Pupils in school	209
Proportion of pupils eligible for Jersey premium	19%
Jersey premium allocation this academic year	£47,000
Academic year or years covered by statement	2020 - 2022
Publish date	January 2021
Review date	December 2021 / January 2022
Statement authorised by	Mrs Jenny Posner
Jersey premium lead	Mrs Karen Cooper
Department lead (CYPES)	Mrs Cris Lakeman

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Teaching priorities for current academic year

Measure	Activity - What do we plan to do?
Priority 1	<p>Ensure all teachers have a collective understanding of the needs, expectations and strategies to support children eligible for Jersey premium funding in their class.</p> <p>Provide teachers with the time and professional development opportunities needed for well planned, well-resourced high-quality teaching and assessment for learning for all (e.g., through teaching there is an emphasis on explicit instruction, scaffolding, flexible grouping, targeted support and cognitive and metacognitive strategies,)</p> <p>In order that teaching raises outcomes for all, develop a 'coaching' program across the school whereby all teachers receive help, support and guidance by subject leaders and /or senior leaders (trained through the OLEVI coaching program) with continued professional development, to improve the quality of content knowledge and individual teaching skills.</p>
Priority 2	<p>Work closely with the English and Maths advisors for Jersey as well as partner schools, to further embed and develop high quality teaching.</p> <p>Maths and English lead to continue to develop quality teaching of Maths and English through CPD (Continued Professional Development,) monitoring, planning and resourcing.</p> <p>Oversee the planning and delivery of short term/early interventions to support children falling behind and/or not making enough progress in English and Maths.</p> <p>Ensure reviews of the support being provided for our eligible children are focused on impact and 'Next steps.'</p>
Priority 3	<p>Embed self-regulated learning (cognition, emotions, motivation) into all teaching and learning.</p> <p>Continue to promote and develop the 'traits of a learner' to ensure children are achieving more from their learning.</p> <p>Provide support for eligible pupils who aren't achieving expectations.</p>
Possible Barriers	<p>Any turnover of staff leading to weaker or inconsistent implementation.</p> <p>Underdeveloped experiences and modelling of self-regulation skills.</p>
Projected spending	£23,500

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Targeted academic support for current academic year

Measure	Activity - What do we plan to do?
Priority 1	Further develop high quality oral language interventions to build self-esteem, interpersonal skills, self-regulation and access to the full curriculum. (Speech and Lang. support - Wellcomm, Raising Early Achievement in Literacy - REAL)
Priority 2	Continue to plan, implement, monitor, develop, resource and review 1-1 and small group interventions in Maths and English (e.g. Read Write Inc. Boosting Reading @Primary, writing conferencing, Numicon.) As required, employ additional teaching assistants and teachers, to help provide the support needed to deliver interventions effectively.
Possible Barriers	Encouraging wider reading e.g., Education Endowment Fund Research, to support planning and reviewing of Jersey Premium support. Consistency of staffing – in teaching, leadership and implementation.
Projected spending	£12,750

Wider strategies for current academic year

Measure	Activity - What do we plan to do?
Priority 1	Ensure that high quality, evidence informed behaviour management systems are securely in place and are monitored, supported and reviewed by Senior Leadership Team.
Priority 2	Ensure there are well-structured programs of sessions to be carried out by trained staff to support children and their learning (in school and at home) with communication/language, health and mental well-being e.g. through REAL, Wellcomm, ELSA (Emotional Literacy Support Assistant,) Triple P, Early Help, Jersey Tutoring Program.
Barriers to learning	Improving learner traits (e.g. retention, perseverance, independence, participation) and children's readiness to learn and challenge themselves.
Projected spending	£10,750

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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff to allow for professional development.	Use of INSET days and additional cover being provided for planning, preparation and assessment of Jersey premium interventions, teacher guidance and in class support.
Targeted support	Avoiding poor implementation of support and interventions and strategies not embedded.	Use of Education Endowment Foundation (EEF) implementation guidance.
Wider strategies	Inconsistencies in expectations and understanding from staff. Present and future COVID restrictions e.g children isolating or shielding, school closure.	Jersey Premium Lead (and as appropriate, additional staff) to attend departmental Jersey Premium adviser meetings for support. JP lead to disseminate and share information to support and develop. Engage in cross school meetings to share and explore alternative strategies and practices. To provide online home learning as required and additional online support and communication with identified children and families.

For more information about Jersey Premium, please visit the States of Jersey Children, Young People, Education and Skills (CYPES) website address www.gov.je/JerseyPremium