

# St. Martin's Primary School



Together We Succeed More.



## Jersey Premium Strategy Plan for 2022-2024

The purpose of this planning document is to support St. Martin's School with the development of a Jersey Premium funding strategy for 2023-2024. The updated 2024 strategy works alongside our 'School Development Plan' and is part of an ongoing process that will be used as a working document to improve the attainment for our children. The strategy will be evaluated and reviewed on an annual basis.

### 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.

### 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](http://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](http://www.gov.je/JerseyPremium)

### St. Martin's School Vision and Statement of Intent

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

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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.'

## School Overview

2024

<b>School name</b>	St. Martin
<b>Pupils in school</b>	208
<b>Proportion of pupils eligible for Jersey premium</b>	32
<b>Jersey premium allocation this academic year</b>	£49,090
<b>Academic years covered by statement</b>	2023 - 2024
<b>Publish date</b>	January 2024
<b>Review date</b>	December 2024
<b>Statement authorised by</b>	Mr Chris Godden (Jan. 2024)
<b>Jersey premium lead</b>	Mrs Karen Cooper

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## 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.

### Strategy Aims and Intended Outcomes

#### 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.

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- 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.
- 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.

## Challenges

Challenge Number	Detail of Challenge
1	Consistencies in teaching and learning (e.g staff absence or with newly recruited staff)
2	Core challenges children may be facing in English and Maths
3	Any attainment gap between boys and girls
4	Levels of engagement, participation and challenge
5	Access to technology and curricular materials
6	Behaviour and/or self-regulation effecting learning
7	Wellbeing, mental health and safeguarding
8	Attendance data including levels of absence and/or lateness

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

## Activity this Academic Year

Below details how we intend to spend our Jersey Premium this academic year.

### Teaching priorities for current academic year

Measure	Activity - What do we plan to do?	Challenge Number Addressed
<p><b>Aim: To provide the highest quality teaching in all classes.</b></p> <p>Priority 1</p>	<p>Ensure all teachers and teaching assistants gain a thorough understanding of the children in their class who are eligible for Jersey Premium, this includes knowing their levels of attainment, learning targets, as well as an examination of what could be hindering their attainment.</p>	2 4 6 8
	<p>Provide all teachers with the time, training and professional development opportunities needed for well planned, well-resourced high-quality teaching and assessment for learning for all, especially for early career teachers and newly recruited teachers and teaching assistants (e.g., through teaching there is an emphasis on explicit instruction, scaffolding, engagement, flexible grouping, targeted support, challenge and cognitive and metacognitive strategies.) This will include self-study days for teachers linked to teaching and learning and the needs of the children in their class.</p>	1
	<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 and use of Walkthrus) with continued professional development, to improve the quality of content knowledge and individual teaching skills.</p>	1 2
	<p>Develop and utilise additional high-quality teaching and learning opportunities across the school for our children. For example, ensuring high quality up-to-date resources and teaching aids being used, taking part in a specialised Y5 French program, utilising an</p>	1 4 5

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	expert French teacher across KS2, involvement in a bespoke Y3 and Y5 Jerriais program, music being taught in all year groups by a specialist music teacher, inviting special guests into school e.g. Children's authors, specialist professionals.	
Priority 2	<p>Subject leads to work closely with our Island English, Maths and senior advisors (Jersey School Improvement and Advisory Service) as well as partner primary schools, to further review, embed and develop high quality teaching, particularly in writing and maths and particularly for boys.</p> <p>Maths and English lead to continue to develop quality teaching of Maths and English across the school through CPD, (Continued Professional Development) training, monitoring, planning and resourcing.</p> <p>Ensure reviews of the support being provided for our eligible children are focused on impact and 'Next steps.'</p>	1-4
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> <p>Provide challenge tasks across the curriculum and opportunities for children to show breadth of understanding.</p>	2-4 6 7
Possible Barriers	<p>Any turnover of staff leading to weaker or inconsistent implementation.</p> <p>Underdeveloped experiences and modelling of self-regulation skills.</p>	
Budgeted cost	£25,000	

## Targeted academic support for current academic year

Measure	Activity - What do we plan to do?	Challenge Number Addressed
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<p><b>Aim: To ensure children make at least expected progress in reading, writing, language and maths.</b> Priority 1</p>	<p>School leaders and teachers to 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>Class teachers meeting for quality 1-1 time with JP eligible children to hear the voice of the child in terms of discussing strengths, barriers, targets to their learning etc.</p> <p>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, Reading Response program, writing and reading conferencing, Numicon, Number Stacks, Complete Maths' and Maths MNP Academy.)</p> <p>As required, employ additional teaching assistants and teachers, to help provide the support needed to deliver interventions effectively.</p>	<p>1-4 6</p>
<p>Priority 2</p>	<p>Further develop high quality oral language interventions to build self-esteem, interpersonal skills, self-regulation and access to the full curriculum. (Voice 21 Oracy project commenced Sept 2023) Speech and Lang. support - Wellcomm, Raising Early Achievement in Literacy – REAL.</p> <p>Increase access to the curriculum for our Multilingual Learners (MLL) for whom English is as an Additional Language (EAL.)</p>	<p>2-6</p>
<p>Possible Barriers</p>	<p>All teachers having the time and the opportunities to carry out and be involved in wider reading and (e.g. through use of Education Endowment Foundation, self -study) in order to inform decision making around support, planning, subject development and reviewing of Jersey Premium strategy.</p> <p>Any limitations of subject leadership and implementation.</p> <p>Recruitment and retention of teachers and teaching assistants.</p>	<p>1-3 5</p>
<p>Budgeted Cost</p>	<p>£15,000</p>	

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## Wider strategies for current academic year

Measure	Activity - What do we plan to do?	Challenge Number Addressed
<b>Aim: To provide the highest mental and physical health and well being support to our children.</b> 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.	6-7
	Monitor and review attendance data in order to identify any concerns of poor attendance and/or high levels of lateness (this will include working alongside EWO Education Welfare Officer.) Provide appropriate support to families and/or identified children to ensure that learning and wellbeing is not affected by poor absence.	6-8
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.	1-2 4-7
Priority 3	Enable children to have the opportunity to engage in enrichment and extra curriculum activities, e.g. netball club, football club, cross country, physical literacy sessions, book clubs, music club, gardening club, Jerriais club, Eisteddfod as well as group and class trips and residential.	4 6-7
Barriers to learning	Improving learner traits (e.g. retention, perseverance, independence, participation) and children's readiness to learn and challenge themselves.	2 4 6-7
Budgeted Cost	£3,000	

## Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring enough time is given to staff to allow for professional development.	INSET days, additional CPD time and additional cover being provided for research, planning, preparation and assessment (including of Jersey premium interventions.)
Targeted support	Avoiding poor implementation of support and interventions and strategies not embedded.	Use of external evidence for implementation of intervention and guidance (e.g. Education Endowment Foundation – Teaching and Learning Toolkit.) Use of cross school sharing practice, in school monitoring, moderation, leadership mentoring and coaching.
Wider strategies	Inconsistencies in expectations and understanding from staff.	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 share best practice.

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](http://www.gov.je/JerseyPremium)