



St. Martin's Primary School



Together We Succeed More.

Jersey Premium Policy

January 2024

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 programme for schools which has been introduced to help all children get the very best from their education. Schools receive extra funding calculated on the number of eligible children they have each year. The funding is designed to ensure that all pupils receive high-quality teaching based on a detailed understanding of their needs or barriers to learning.

Jersey Premium funding has therefore been targeted at raising the educational attainment and personal aspirations of all eligible pupils, across the full ability range.

Context

When making decisions about using Jersey Premium funding it is important to consider the context of the school, it's priorities as identified through the School's Development Plan for the current year and also the subsequent challenges being faced. Common barriers for children eligible for Jersey Premium can be weak language and communication skills, lack of confidence, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".



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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

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.



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- 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.

Year 2017

Proportion of Cohort that were eligible for Jersey Premium funding was: 10%

Number of disadvantaged Pupils: 22

Funding received £21,700

Year 2018

Proportion of Cohort that are eligible for Jersey Premium funding is: 14%

Number of disadvantaged Pupils: 32

Funding received £33,248

Year 2019

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 33

Funding received £33,165



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Year 2020

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 33

Funding received £37,000

Year 2021

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 39

Funding received £47,000

Year 2022

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 33

Funding received £45,000

Year 2023

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 29

Funding received £40,705

Year 2024

Proportion of Cohort that are eligible for Jersey Premium funding is: 15%

Number of disadvantaged Pupils: 32

Funding received £49,090



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As a school in receipt of Jersey Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Each year, an annual report is published on our school website, which specifies the rationale for the allocation of our JP funds, how this was implemented in our school, the impact on pupils as well as identifying measurable outcomes.

In meeting this requirement, 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.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Jersey Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind-sets towards learning
- staff are ‘relentless’ in their approach and support methods

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL children eligible for Jersey Premium benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leadership team to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback



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- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early work in the mornings (8.30am) and after school clubs
 - Running lunchtime clubs and holding children's meetings as required
 - Ensuring lunchtime routines do not impact on learning time

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using leadership team to provide high quality interventions across their key stages
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Volunteer adults to listen to readers (e.g. ECOF Every Child Our Future)
 - Jersey Music Service
 - MLL Department
 - Sports Development
- Tailoring interventions to the needs of the child (e.g. Targeted same day intervention sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. providing Book Club sessions)

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks and 'pop-ins', and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly

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- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- The DH maintains an overview of Jersey Pupil Premium spending

Reporting

When reporting about Jersey premium funding we will include:

- information about the context of the school
 - objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total Jersey Premium funding received
 - Total Jersey Premium funding spent
 - Total Jersey Premium funding remaining
- a summary of the impact of Jersey Premium
 - Performance of pupils (as appropriate, this may be compared to children not eligible for Jersey Premium)
 - Other evidence of impact e.g. Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for Jersey premium spending the following year

Monitoring and Reviewing the Policy

Our work in relation to the Jersey Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Jersey Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the funding that becomes available. We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Key Contacts

Mrs Karen Cooper – Deputy Head Teacher – Jersey Pupil Premium Lead
Mr Chris Godden – Head Teacher



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Miss Hilary Hince – Senior Teacher – SENCO