

St. Martin's Primary School



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Jersey Premium Evaluation Report for 2023

The purpose of this evaluation document is to share the outcomes and impact over the last academic year of our school's Jersey Premium Strategy for 2023. The Jersey Premium Strategy Plan 2022-2024 and Evaluation 2023 will be used as a working document to improve outcomes for all pupils. Although the current strategy plans run from January 2022 to December 2024, we will be providing an evaluation of the outcomes and impact on an annual basis and an updated strategy plan in 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 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

School Overview 2023

School name	St. Martin
Pupils in school	205
Proportion of pupils eligible for Jersey premium	14 %
Jersey premium allocation this academic year	£40,705
Academic years covered by statement	2022 - 2024
Publish date	January 2023
Review date	December 2023
Statement authorised by	Mr Chris Godden (Jan. 2023)
Jersey premium lead	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

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

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or groups of individuals, including children funded through the Jersey Premium, cannot be identified in Strategy Plans and evaluation reports publicised externally.

Activity this Academic Year

Below details how we prioritised our Jersey Premium expenditure and the activities we planned to support the children eligible.

Teaching priorities for current academic year

Measure	Activity - What did we plan to do?	Outcomes – What we have done and what the impact has been <i>Evidence and impact shown in italics.</i>
Aim: To provide the highest quality teaching in all classes. Priority 1	<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> <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.,</p>	<p>The Jersey Premium (JP) lead and Senior Leaders have carried out 1-1 meetings (including JP planning meetings and Pupil Progress meetings) with all class teachers termly. These meetings are centred around meeting the needs of each individual child who is eligible for funding. As part of the initial JP planning meetings in January, we share and review previous and present JP actions, we look at what strategies have been successful, we plan future interventions at the child's level of need, and identify additional resources in order to best support and deliver future strategies and planned intervention e.g., providing additional teaching support in class/in groups/1-1, equipment, books, teacher/staff training (CPD.)</p> <p>All planned targets, actions, pre and post data, barriers, strengths and outcomes are recorded and tracked on a new individual 'Learning Passport.'</p> <p>All teachers have created intervention action plans providing an overview of the focus / targets, progress data and evaluations for children accessing additional 1-1 or small group support. These are used by teachers carrying out the support sessions and are monitored and reviewed termly by the JP lead.</p> <p>The impact of this is that all teachers and senior leaders have a very clear understanding and a responsive approach to the needs of individual Jersey premium eligible children in each class. This approach, level of knowledge of the children and tiered support system</p>

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<p>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> <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>	<p>means that children progress and achieve their targets and 'next steps.'</p> <p><i>Evidenced through regular professional review meetings, intervention action plan notes and evaluations, as well as through observed classroom practice of learning.</i></p> <p>Whole school and subject specific training, CPD (Continued Professional Development) and resources have been provided termly through identifying teaching and learning priorities and through strategic school development plans.</p> <p>This has included:</p> <ul style="list-style-type: none">* Further CPD and resourcing, to develop writing and reading skills across the school. <i>Writing reviews (with external English specialists) have included learning observations, work scrutiny, pupil interviews to identify strengths and areas for development with children's writing.</i>* Read Write Inc. (RWI) staff training, monitoring, resource updates are ongoing. <i>Impact identified through rigorous and regular assessments which show expected/above expected progress is being made by most of our children across Rec-Y2 (see further data below.)</i>* Language (REAL, Wellcomm) training, resourcing and delivery.* Reading support programs - training, delivery and resourcing. This has included BR@P (Boosting Reading @ Primary,) Cracking Comprehension and Reading Response programs.* Maths dev. – training and resourcing. This has included the 'Complete Maths' and 'Maths MNP Academy' intervention.* Development of strategies for coaching staff, pupils and professionals, in order to improve learning. Planned
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	<p>Develop and utilise additional high-quality teaching and learning opportunities across the school for our children. For example, taking part in a specialised Y5 French program, utilising an 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.</p>	<p>release time given each half term for all teachers to engage in professional 'coaching' mentor program.</p> <p>Coaching INSET April 2023 in order to further develop all staff awareness and use of the coaching approach.</p> <p>The impact of the training, CPD and use of teaching resources will continue to be evidenced through subject reviews, teaching observations, pupil voice and learning outcomes for children.</p> <p>Y5 participated in a French program during Summer Term and Autumn term 2023 with a specialist external French teacher in for 2 x weekly sessions. Year 4 benefitted from specialist French program teacher supporting teaching development in French lessons.</p> <p>Also, utilising a specialist in-school French teacher across Key Stage 2, teaching French weekly.</p> <p>Continued involvement in Y5 Jerriais program this year. As well as after school club weekly.</p> <p>Music being taught in all year groups by a specialist music teacher.</p>
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</p>	<p>Professional development across core curriculum subjects lead by subject leads as well as working alongside English and Maths leads for Jersey and partner schools, has provided a development in the quality of teaching, consistencies and progress across the school. Both the English and Maths lead for Jersey provide guidance and additional external support as requested, in order to meet the needs identified by subject leads for teachers and their classes.</p> <p><i>This can be evidenced through subject reviews, staff meeting content and outcomes, class Provision Maps and ongoing training and CPD opportunities being provided (and recorded by subject leads.)</i></p> <p>A number of successful short-term interventions have been carried out across the school by teachers and</p>

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	<p>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>	<p>teaching assistants before, during and after the school day. The focus, targets and impact are evidenced and tracked through intervention action Action Plans.</p> <p>A high level of investment (staffing and resourcing) has been given through our whole school RWInc. Phonics intervention program. All RWInc. lessons follow a structured and progressive plan. <i>Children make good to excellent progress on the RWInc program, and any individuals falling behind or not making the progress they should, are supported through additional measures (e.g. 1-1 tutoring, small group support, additional reading for lowest 20% of readers, parent info. meetings.)</i></p> <p><i>Every child's RWInc. progress can be evidenced through assessment records and whole school data trackers created by the RWInc. lead. Our Spring (Feb.) 2024 RWI assessments showed that 75% of Year 1 and 71% of Year 2 children are at/above the expected level for their age in phonics reading.</i></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> <p>Provide challenge tasks across the curriculum and opportunities for children to show breadth of understanding.</p>	<p>Whole school developments continue in order to promote self-regulated learning as well as developing each child's awareness of how individual learning styles can hinder or help learning. We share and report on a child's learner traits to parents each term, we plan and set targets for individuals with specific needs and/or barriers, we provide additional support to children who aren't achieving expectation through small group or 1-1 intervention. We have looked at how feedback and lesson structures can encourage and support self-regulated learning, and we ensure whole school assemblies promote, highlight and celebrate individual achievements in relation to specific learning styles. We have further developed our children's (and parents) awareness of 'Zones of regulation' to support learning, through specific resources used in class as well as having a member of staff lead the support provided to individuals and classes. Children have an increased understanding of their emotions, feelings and responses and how this can have an impact on their learning.</p> <p><i>The progress children are making in terms of how they access any learning opportunities can be evidenced</i></p>

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		<i>through whole school data which tracks each child's learner profile over the year, as well as through lesson observations, pupil questionnaires and whole school monitoring procedures.</i>
Possible Barriers	Any turnover of staff leading to weaker or inconsistent implementation. Underdeveloped experiences and modelling of self-regulation skills.	<p>New Phase leads have been appointed this year in order to provide the required level of support and guidance for all teachers and in particular three new teachers. Phase leaders meet formally with teaching staff weekly, in order to develop organised and productive teaching partnerships and teams. This allows school leaders to monitor and help to maintain a high level of consistencies in planning, curriculum coverage and learning as well as behaviour and general organisational expectations across the school.</p> <p>We continue to use our bespoke whole school Medium Term Planning document to ensure all teachers (including new teachers and regular supply teachers) have immediate access to all curriculum planning and support documents and resources across all subjects.</p> <p><i>The impact of this is that when we do have new teachers and/or teacher absence (long term or short term) teaching and learning consistencies are re-emphasised, curriculum coverage is as planned and learning in that class continues uninterrupted.</i></p>
Budgeted cost (approx.)	£21,000	

Targeted academic support for current academic year

Measure	Activity - What did we plan to do?	Outcomes – What we have done and what the impact has been <i>Evidence and impact shown in italics.</i>
Aim: To ensure children make at least	School leaders and teachers to oversee the planning and delivery of short term/early interventions to support children falling behind	This has been a complex piece of work, with different strands and includes teachers and teaching assistants working directly with individuals and groups of children to provide targeted support for children in receipt of Jersey Premium as well as children not eligible for JP funding. Also senior leaders and subject leads continue to

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<p>expected progress in reading, writing, language and maths.</p> <p>Priority 1</p>	<p>and/or not making enough progress in English and Maths.</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 planned interventions effectively.</p>	<p>work with teachers to support the children more effectively in the classroom. This is done through carefully planned training and teaching and learning developments.</p> <p>Learning Support Assistants have carried out additional hours (before and after school) to provide extra individual and small group learning support. This has meant that a number of our children in receipt of Jersey Premium have been able to have extended learning opportunities in reading, writing and/or maths.</p> <p>Additional teachers (specialist music and French teacher) and Learning Support Assistants have been employed to work alongside teachers to carry out a range of Jersey Premium planned interventions. This has enabled a wide range of targeted focus learning areas to be addressed for selected children and/or groups of children (with reference to specific learning programs.) This has included, RWI group sessions, 1-1 reading tutoring, 1-1 and small group reading and writing conferencing, BR@P, language and vocabulary development sessions, in class curriculum support/challenge and ELSA support (with trained Emotional Literacy Support Assistant.)</p> <p><i>Pre and post intervention data collated as part of an intervention plan, show that children make accelerated progress through the range of interventions we have used.</i></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. (Speech and Lang. support - Wellcomm, Raising Early Achievement in Literacy – REAL.</p> <p>Increase access to the curriculum for our</p>	<p>Wellcomm - Trained members of staff use the Wellcomm toolkit to identify and support children's oral language. A designated Early Years practitioner has a weekly slot of time to assess and work with identified children. <i>The impact of this is that we are quickly and easily identifying children needing speech and language support and once identified through the screening, those children that need extra help receive it straight away in their normal classroom setting.</i></p> <p>All members of staff have been formally trained and accredited in using the Bell MLL Assessment tool to</p>

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	Multilingual Learners (MLL) for whom English is as an Additional Language (EAL.)	measure and address the language and vocabulary needs of our children (in particular those who have languages other than English in their linguistic repertoire.) At the start of the Autumn term, St. Martin's joined an award-winning programme to improve students' oracy and their ability to build conceptual understanding and to express their thoughts, feelings and ideas in spoken language. An experienced teacher and school champion will lead the development of this oracy project / focus across the school with the aim to improve academic outcomes and social mobility and to increase confidence and wellbeing by improving our children's oracy.
Possible Barriers	<p>All teachers having the time and the opportunities to carry out and be involved in wider reading and research (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>EEF research along with other reading has been used as appropriate within staff meetings, professional meetings, planning meetings and INSET to reinforce and support the planning of evidence-based intervention and curriculum development.</p> <p>Senior leaders and JP lead will continue to reference and encourage further through Continued Professional Development (CPD) as well as mentoring and coaching sessions.</p> <p>Unfortunately, due to capacity issues with shortages of staff at different times during the year (e.g. through recruitment, staff absence and/or illness) there have been inconsistencies in the delivery of some specific interventions and this has effected desired outcomes. However, our 3 year strategy plan will enable us to continue the support for our Jersey eligible children and their learning targets identified within a newly planned structure from January 2024.</p>
Budgeted Cost (approx.)	£15,000	

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Wider strategies for current academic year

Measure	Activity - What did we plan to do?	Outcomes – What we have done and what the impact has been <i>Evidence and impact shown in italics.</i>
Aim: To provide the highest mental and physical health and well being support to our children. 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.	<p>Behaviour in our school continues to be excellent and expectations are very high. Staff adopt a very supportive approach with children to help individuals through any concerns. We continue to review our school behaviour policy and school rules regularly and the impact they have in school. The latest review and update was Autumn term 2023. In order to ensure that we are doing the best that we can in terms of addressing any behaviour issues and supporting children through difficulties, we ensure areas of concern or changes to policy are clearly communicated to all staff. The impact is that children have a clearer understanding of our school rules and expectations and all staff follow very specific guidelines and are consistent in approach in terms of celebrating success and addressing and supporting behaviour concerns. Individual behaviour plans are put in place if a child requires a more discrete approach in order to support and target their specific needs. The senior leadership team monitor the behaviour systems on an ongoing basis and have provided additional guidance and training to staff as required.</p> <p><i>The success and positive impact of our school's behaviour systems can be evidenced through the feedback obtained within school behaviour log data, termly behaviour profile data, as well as through pupil learning observations and reviews (including external review) across the school.</i></p> <p>There have been further developments with our 'Zones of Regulation' Framework through additional support (through knowledge and resources) to children, in terms of exploring a variety of tools and strategies for regulation, social skills, self-care and overall wellness.</p>
	Monitor and review attendance data in order to identify any concerns of	The school senior leadership team carries out regular attendance monitoring and the Deputy Head creates

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	<p>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 attendance.</p>	<p>attendance reports to identify where attendance is low or a level which is a concern. Follow-up meetings with parents are planned and these concerns are discussed in detail each term with our EWO in order to plan further actions that support families and children.</p> <p>Referrals to the EW team are made should we believe that a further 'Request for Involvement' is needed when learning and wellbeing are being affected by poor attendance.</p>
Priority 2	<p>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.</p>	<p>The REAL project and Early Help have been adopted by trained staff and accessed for some of our families as required during the year, and along with ELSA have provided specific support in relation to the needs of the children and/or families.</p> <p>Wellcomm (speech and language program) has been further utilised with two trained members of staff presently carrying out weekly assessments and early language support in EYFS. This means that early speech and language weaknesses in EYFS are identified and addressed very quickly through short, targeted intervention. For more information related to Wellcomm – see section 'Targeted Academic Support' priority 1 above.</p> <p>2023 has seen an increase in the number of children (including JP eligible children) who have received additional 1-1 English and /or Maths tutoring as part of the Jersey Tutoring Program before or after school. The impact of this support is evidenced through pre and post data which highlights that children achieve set learning targets and make accelerated learning through this support.</p>
Priority 3	<p>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,</p>	<p>This past academic year, we have been able to offer a range of after school clubs including Sports Bug, netball, football (incl. cross school competitions and matches) kickboxing, hockey club, cross country, book clubs, music club, gardening club, Jerriais club.</p> <p>All classes have accessed a number of appropriate group and class trips to support and enhance learning in areas of the curriculum.</p>

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	Jerriais club as well as group and class trips.	
Barriers to learning	Improving learner traits (e.g. retention, perseverance, independence, participation) and children's readiness to learn and challenge themselves.	Every child's learning attributes, and learner dispositions are reviewed and monitored termly as part of a teacher's ongoing practice. Information with regards to how children are progressing and achieving in terms of their learning and approach to their learning are shared with parents termly. Where there are concerns or barriers for a child, specific targets and plans are put in place to support that child.
Budgeted Cost (approx.)	£4,000	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff to allow for professional development.	All teachers have INSET days, additional CPD time and additional cover being provided for research, training, 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, leadership mentoring and coaching.
Wider strategies	Inconsistencies in expectations and understanding from staff.	Jersey Premium Lead attends departmental Jersey Premium adviser meetings for support. JP lead disseminates and shares information to support all staff as appropriate. Engages 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

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