



St. Martin's Primary School

Care, Respect, Collaborate, Succeed



Jersey Premium Strategy Outcomes for 2025

The purpose of this planning document is to support St. Martin's School with the development of a Jersey Premium funding strategy for 2025-2027. This strategy plan works alongside our 'School Improvement Plan' and is part of an ongoing process that focuses on improving the attainment of our children. This plan outlines our Jersey premium strategy aims and how we intend to spend the funding. Although this is a three-year strategy plan, we will review and share the outcomes annually.

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

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 Statement of Intent

Vision, Values and Ethos

At St Martin's, our vision is to nurture confident, motivated and resilient pupils who are life-long learners and effective communicators. Guided by our core values, our pupils will grow into independent, versatile and successful members of the community.



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Our school is an inclusive place which is built upon our core values of care, respect and collaborate and succeed.

Care: At the heart of our school is a culture of care and compassion. We believe in treating every member of our community with kindness, empathy and respect. Our staff are committed to providing a supportive and caring environment, ensuring that the social and emotional needs of our pupils are met alongside their academic progress. Every decision we make is done with the children's best interests in mind.

Respect: We value each child as an individual and foster an environment of mutual respect. Everyone is treated equitably and encouraged to celebrate their unique identities and perspectives. We appreciate the diversity of our community and nurture tolerance and understanding. We want our pupils to respect themselves, each other, the environment and the wider world around them.

Collaborate: We believe positive relationships between all members of the community, are key to success. We recognise the power of working together and promote teamwork, communication and problem-solving skills. We support pupils to work together effectively and develop a sense of shared responsibility for their learning and the wider school community.

Succeed: We have high expectations for the achievement and personal growth of all our children - socially, emotionally and academically. Through our curriculum, we empower children to develop the knowledge, skills and learning dispositions that will allow them to progress and succeed. We celebrate all success and acknowledge that it is not always about perfection. Success is about hard work, facing challenges and finding ways to overcome them.

We aim to:

- continually develop teaching and learning through evidence-led structure and practice so that all children have quality learning opportunities
- provide an ambitious curriculum to engage and inspire children in a broad range of subjects, including links to our locality;
- provide consistent and effective delivery of literacy (reading and writing) and numeracy;
- provide subject-specific skills that can be applied and built upon as pupils journey through the school;
- improve knowledge of each subject and of the world in general, building upon what the children know and creating new links;
- teach, facilitate and practice oracy strategies and skills and increase the exposure to high-level vocabulary by explicitly teaching it;
- encourage, teach and promote metacognition and learning dispositions, such as motivation, resilience, curiosity, creativity and collaboration, that lead to independent, confident and successful life-long learners.
- provide engaging and memorable learning experiences and enrichment opportunities to make our curriculum real and relevant to children's lives;
- have a high focus on emotional, physical and mental wellbeing, our core values of care, respect and collaborate and the rights of a child;



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Our end goal is for all children to succeed, regardless of their starting points. We want to give our children the tools and provision to know more, do more, learn more and remember more.

School Overview 2025

School name	St. Martin
Pupils in school	205
Proportion of pupils eligible for Jersey premium	14%
Jersey premium allocation this academic year	£48,320
Academic years covered by statement	2025
Publish date	January 2025
Review date	December 2025
Statement authorised by	Mr Chris Godden (Jan. 2025)
Jersey premium lead	Mrs Karen Cooper

[St. Martin's School Jersey Premium Strategy](#) | Our 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 development.



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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 ensure that our Jersey premium eligible children – as all others – have their needs and barriers clearly identified 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 targeted level of support to quickly address identified gaps in learning including the use of small group work and/or 1-1 tuition, so that children make the progress expected of them, particularly in oracy, reading, writing and maths.
- To provide early intervention for children in danger of falling behind.
- To provide resources to enable children to access all learning opportunities.

Wider Strategies

- To further develop pupil voice, positive behaviour and health/mental wellbeing.
- To ensure that appropriate behaviour management systems are used and monitored.
- To ensure that all children have access to trips, residential trips, first hand learning experiences and enrichment activities.
- To monitor attendance and punctuality, and target (through support) as necessary.

Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all children.
- Class teachers, with the support of the Jersey Premium lead, will identify specific intervention and support for individual children which will be reviewed at least termly.
- Alongside academic support, we will ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

As a school, we are very proud of the success that our past and present strategy aims and actions have had for our children who are eligible for Jersey Premium funding. This success can be measured and evidenced (often in the form of pre and post data) by the impact of the teaching,



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the impact of targeted academic support and/or the impact of additional wider supportive strategies that have been put in place for identified children.

Challenges

This details the key challenges to achievement that we have identified for some of our disadvantaged children.

Challenge Number	Detail of Challenge
1	Consistencies in teaching and learning across the school (e.g due to staff absence or with newly recruited staff)
2	Core and individual challenges in Reading, Writing and Maths
3	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 issues
8	Attendance including higher 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 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 our Jersey Premium objectives for 2025 and an overview of the strategy outcomes (December 2025)

Teaching priorities for 2025

Aim: To ensure that effective teaching, learning and assessment meets the needs of all children.
Strategy Objectives
<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> <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</p>



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teachers and newly recruited teachers and teaching assistants. Through teaching there is an emphasis on explicit instruction, scaffolding, engagement, flexible grouping, targeted support and challenge.

Develop and utilise high-quality teaching and learning opportunities across the school for our children. Ensuring high quality up-to-date resources and teaching aids are being used. This will include embedding CUSP (Curriculum with Unity Schools Partnership) for reading, writing, Art and D.T.

Other curriculum initiatives include 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, inviting special guests into school e.g. children's authors, specialist professionals.

Priority 2

Subject leads to work closely with our 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.

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. This includes embedding CUSP (Curriculum with Unity Schools Partnership) in our reading and writing teaching and learning.

Ensure reviews and outcomes of support (in terms of interventions) being provided for our eligible children is focused on intent, implementation and impact.

Priority 3

Embed self-regulated learning (cognition, emotions, motivation) into all teaching and learning.

Continue to promote and develop the 'traits of a learner' to ensure children are achieving more from their learning.

Provide support for eligible pupils who aren't achieving expectations.

Provide challenge tasks across the curriculum and opportunities for children to show breadth of understanding.

Strategy Outcomes

Priority 1

The Jersey Premium (JP) lead and Senior Leaders have carried out small group meetings (including JP planning meetings and/or 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 an individual Provision Map for each child, 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 - examples of this; providing additional teaching support in class/in groups/1-1, resources, books, creating scaffolding tools, teacher/staff training (CPD.)



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All planned targets, actions, pre and post data, barriers, strengths and outcomes are recorded and tracked on the individual child's Provision Map. These are updated regularly and reviewed by the JP lead.

All teachers have received additional 'Pupil Progress' non-contact time each half term to carry out CPD related to individual needs and support. This time is also used to meet with children, plan interventions, meet with support staff and review the progress of JP children. Planned interventions and support at this time have either continued (if working well) or are adapted as required.

An experienced teacher (JP lead teacher) carries out the JP support/interventions for 1.5 days per week. This has resulted in a higher level of support and consistencies in the support being provided for the children.

All teachers have created intervention actions (on the child's Provision Map) 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 the JP lead teacher to carry out the support sessions and are monitored and reviewed termly by JP lead teacher and the JP lead.

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 means that children are more likely to progress and achieve their targets and 'next steps.'

Evidenced through regular professional review meetings with teachers and JP lead teacher, intervention action notes and evaluations, as well as through work scrutiny, pupil conferences and observed classroom practice of learning.

High quality up-to-date resources and teaching aids are being used across the school. For example, CUSP (Curriculum with Unity Schools Partnership) is being used to further develop the teaching and learning of Reading, Writing, D.T and Art in Years 1-6. Our use of CUSP in the subject areas identified, has been reviewed in terms of impact over the 2024/2025 academic year by subject leads/teams and school leaders (a reading and writing internal review included Caroline Whitehead - senior English advisors for Jersey School Improvement and Advisory Service as well as an external review using the new 2025 Jersey School Review Framework.) CUSP has improved the learning outcomes for our pupils, it has improved our teachers' subject knowledge as well as their teaching. Due to this positive impact, in the Autumn term we extended our CUSP to include Geography, History and Science.

Our high-quality curriculum teaching includes a specialist Y5 French program and we employ an experienced French teacher to teach French across KS2. In addition to this, we have a bespoke Y3 and Y5 Jerriais program, and music is being taught in all year groups by a specialist music teacher. Over this last year, we have also organised special guests to join us in school e.g. children's authors and specialist professionals, to further enhance reading, writing and oracy.

Priority 2

Professional development across core curriculum subjects lead by subject leads as well as working alongside school advisers has provided a development in the quality of teaching, consistencies and progress across the school. Three new policy documents were created in September 2025 by the English lead for Phonics, Reading and Writing. The purpose of this was to explicitly share what we teach, when we teach it, how we teach it and how we assess the outcomes (intent, implementation and impact.) Both the English and Maths



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lead provide guidance and additional external support as required, in order to meet the needs identified for teachers and their classes.

This can be evidenced through subject reviews, staff meeting content and outcomes, class Provision Maps and ongoing training and CPD opportunities being provided.

A reading and writing teaching program (CUSP) continues to be a whole school development priority and has included a number of CPD sessions in relation to this. A new Maths Mastery scheme was introduced to Years 1-6 in September 2025 and will be developed further over 2026 through training, resources and CPD.

A number of successful short-term interventions have been carried out across the school by teachers and teaching assistants before, during and after the school day. The focus, targets and impact are evidenced and tracked through intervention action plans.

A high level of investment has been given to our whole school RWInc. Phonics intervention program in order that children are taught in small targeted levelled groups by trained RWInc. teachers. All RWInc. lessons follow a structured and progressive plan which has been specifically developed and adapted by our JP lead for the needs of our pupils. 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, smaller group support, additional reading sessions, parent info. meetings.)

Every child's RWInc. phonics progress can be evidenced through assessment records and our whole school data trackers created and updated regularly by the RWInc. lead. Our latest phonics tracker data (December 2025) showed that there has been a further increase in our phonic levels of progress with 100% of Reception children, 83% of Year 1 children and 88% of Year 2 children being at/above the expected level for their year. In our recent external review (Dec. 2025), early reading (including phonics) was seen as strength of our school.

Priority 3

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, and we provide additional support to children who aren't achieving expectation through small group or 1-1 intervention (and recorded on provision maps.) We have reviewed our feedback systems and lesson structures in order to further 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. Through 1-1 pupil conferencing/meetings we have seen that children have an increased understanding of their emotions, feelings and responses and how this can have an impact on their learning and behaviours.

The progress children are making in terms of how they access all learning opportunities can be evidenced through whole school data which tracks each child's learner profile over the year, as well as through lesson observations, pupil conferencing, pupil questionnaires and whole school monitoring procedures.



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<p>Possible Barriers identified:</p> <p>Any turnover of staff (e.g. new teachers / learning support staff, absent staff, staff on maternity leave) leading to weaker or inconsistent implementation.</p>	<p>Phase leads and teacher mentors provide a level of support and guidance for all teachers and in particular new teachers and Early Career Teachers. Phase leaders meet formally with teaching staff weekly, in order to share information, and develop organised and productive teaching partnerships and teams. This allows school leaders to monitor; and 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 to use a St. Martin's whole school curriculum sequencing document which carefully plans out the modular units taught in each year group. This ensures that 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>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 adhered to, curriculum coverage for our children is planned and taught as it should be and learning in that class continues uninterrupted.</p>
Actual Cost	£26,000

Targeted academic support for current academic year

Aim: To identify specific intervention and support for individual children, as appropriate, which will be reviewed at least termly.
Strategy Objectives
<p>Priority 1 Effective deployment of staff to target key disadvantaged children who are not making expected progress in phonics, reading, writing 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 and targets in their learning.</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, Herts Reading Response program, writing and reading conferencing, Numicon, Number Stacks, Complete Maths' and Maths MNP Academy.)</p>
<p>Priority 2 Further develop high quality oral language whole class teaching and interventions (Voice 21 Oracy project commenced Sept 2023) to build self-esteem, interpersonal skills, self-regulation and access to the full curriculum. Continue Speech and Lang. support through seeking and implementing professional advice from SALT (Speech & Language Therapy Team) and Wellcomm, a program which helps to identify pre-school and primary school children who are experiencing barriers to speech and language development.</p> <p>Increase access to the curriculum for our Multilingual Learners (MLL) for whom English is as an additional language (EAL.)</p>
Strategy Outcomes



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Priority 1

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 work with teachers to ensure that support is being provided for the children more effectively in the classroom. This is done through carefully planned teaching and learning developments and training (e.g scaffolding children's learning, providing clear targets, sharing learning aims and ingredients for success, teacher feedback and marking.) A lead Jersey Premium teacher has been employed for 12 hours weekly to support the delivery of learning interventions for specific children, as well as to support and mentor early career teachers, and to enable teacher CPD and pupil progress planning and review time.

Learning Support Assistants have carried out additional hours (before / 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.

Additional 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, Reading fluency project, BR@P, language and vocabulary development sessions, and in class curriculum support/challenge.

Pre and post intervention data collated as part of an intervention plan (an example of this would be our Reading Fluency Project) show that children make accelerated progress through targeted support.

Priority 2

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. 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.

All members of staff have been formally trained and accredited in using the Bell MLL Assessment tool to measure and address the language and vocabulary needs of our children (in particular those who have languages other than English in their linguistic repertoire.)

As a school we are involved with 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 (Voice 21 project.) An experienced teacher and school champion lead the development of oracy 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. This will continue into 2026.

Actual Cost

£14,250



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Wider strategies for current academic year

Aim: To ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Strategy Objectives

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.

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 our new school Family Engagement Worker and our 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.

Priority 2

Ensure that there are well-structured programs being carried out by trained staff in school to support children and their learning (in school and at home) with communication, language, health and mental well-being e.g. through REAL Project (Raising Early Achievement in Literacy,) Wellcomm, ELSA (Emotional Literacy Support Assistant,) Triple P, Early Help etc.

Plan a clear structure of support for identified children and their families, in partnership with a newly appointed (shared school) Family Engagement Worker.

Continued development of our school nurture groups to provide emotional support and targeted work on bereavement, resilience, self-esteem etc. This includes training and support for two new ELSA members of staff.

Priority 3

Enable children to have the opportunity to engage in school enrichment and extra curriculum activities before or after the school day, e.g. netball club, football club, cross country, physical literacy sessions, book clubs, family library access, music club, gardening club, Jerriais club, Jersey Eisteddfod as well as planned group and class trips and Year 4 - Year 6 overnight residential.

Strategy Outcomes

Priority 1

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 systems and school rules regularly and the impact they have in school - the latest review and update was Autumn term 2025. 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 and parents. 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.

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 across the school.



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There have been further developments with our 'Zones of Regulation' Framework through additional support and resources for our children, this includes exploring a variety of tools and strategies for regulation, social skills, self-care and overall wellness. All children can share the purpose of our zones of regulation and how it helps them emotionally and academically.

St. Martin's has consistently maintained high attendance and punctuality, with average attendance above 95% over the last three years and reaching 96.1% in 2024-25, surpassing the Island average of 94.8%. Persistent absence remains low, at 4.4% in 2024-25 compared to an Island average of 12%, and there are no significant disparities across vulnerable groups, including Pupil Premium, SEN, or MLL pupils. Attitudes to attendance from PASS data are also positive, with a mean of 81.1%, reflecting high satisfaction with the school experience.

Robust systems are in place to monitor attendance, supported by a designated Deputy Head overseeing daily data, swift interventions, and effective communication with families and relevant stakeholders. Patterns of absence and lateness are analysed to identify and support pupils at risk.

Punctuality has improved, with 66% of pupils recording zero lates in 2024-25, well above the Island average, and only 1.1% of pupils recording 30 or more lates.

Priority 2

'Early Help' and ELSA have been utilised by trained staff and accessed for some of our families and children as required during the year, providing specific support in relation to the needs of the children and/or families. Two additional members of staff have been trained as ELSA and are supporting identified children through a support program.

A new (shared) school Family Engagement Worker has been employed for 2.5 days a week and has been a fundamental support to individual children, parents and families within school. A new Jigsaw Families program has been rolled out with 11 different families over the last two terms and has helped parents and children to develop stronger, healthier relationships through a series of guided one hour sessions.

Wellcomm (speech and language program) is in place with trained members of staff presently carrying out regular 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 2 above.

Priority 3

This past academic year, we have been able to offer an increased range of after school clubs including netball, football, hockey, choir, acting, Jerrias, chess, athletics, book clubs, music, engineering all of which are at no additional cost to children.

Along with inviting a number of experienced professionals into school during the school day (e.g poets, authors, history experts, religious representatives, music and sport specialists), all classes have accessed a number of appropriate group and class trips, and residentials (Y4-Y6) to support and enhance learning in different areas of the curriculum.

Actual Cost

£8000



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Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given to staff to allow for professional development.	INSET days, additional CPD time and additional release time have been provided for teachers and learning support assistants to carry out research, training, planning, preparation and assessment of learning and interventions (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. Employed a Jersey Premium lead teacher to oversee teaching and learning which supports identified JP eligible children.
Wider strategies	Inconsistencies in expectations and understanding from staff.	Jersey Premium senior Lead (and as appropriate, additional staff) attended all departmental Jersey Premium adviser meetings which offer the most up-to-date support and information. JP lead disseminates and shares information to staff to support in-school developments. Engaged in cross school meetings and workshops 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