



St. Martin's Primary School

Care, Respect, Collaborate, Succeed



Jersey Premium Strategy Statement 2025-2027

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 still update the strategy plan (as required) annually as well as reviewing and sharing 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.

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



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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;

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.



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School Overview 2026

School name	St. Martin
Pupils in school	209
Proportion of pupils eligible for Jersey premium	12%
Jersey premium allocation this academic year	£42,000
Academic years covered by statement	2025-2027
Publish date	January 2026
Review date	December 2026
Statement authorised by	Mr Chris Godden (Jan. 2026)
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 reading, writing, oracy 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 priorities and how we intend to spend our Jersey Premium funding

Teaching

Activity - What we plan to do.	Challenge Numbers Addressed
Aim: To ensure that effective teaching, learning and assessment meets the needs of all children.	
Priority 1 Ensure all teachers and teaching assistants gain a thorough understanding of all children in their class, this includes knowing the children's levels of attainment, their learning targets, where support is needed, as well as their barriers and what could be hindering their attainment.	2 4 6



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<p>Provide all teachers with the necessary 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. Through teaching there is an emphasis on explicit instruction, scaffolding, engagement, flexible grouping, targeted support and challenge.</p>	1-6
<p>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 our CUSP (Curriculum with Unity Schools Partnership) for reading, writing, Art, D.T, Science, Geography and History.</p> <p>Other curriculum initiatives will 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.</p>	1-6
<p>Priority 2</p> <p>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.</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. This includes embedding CUSP (Curriculum with Unity Schools Partnership) in our reading and writing teaching and learning.</p> <p>Ensure reviews and outcomes of support (in terms of interventions) being provided for our eligible children is focused on intent, implementation and impact.</p>	1-4
<p>Priority 3</p> <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' across the school to ensure children are achieving more from their learning.</p> <p>Provide support for eligible children 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



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Possible Barriers Any turnover of staff leading to weaker or inconsistent implementation. Underdeveloped experiences and modelling of self-regulation skills.	
Budgeted cost	£23,000

Targeted Academic Support

Activity - What we plan to do.	Challenge Number(s) Addressed
Aim: 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.	
<p>Priority 1</p> <p>Effective deployment of staff to target and support 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, CUSP writing strong start, Numicon, Number Stacks, Complete Maths.)</p>	1-4 6 8
<p>Priority 2</p> <p>Further develop high quality whole class teaching of oracy and vocabulary (Voice 21 Oracy project commenced Sept 2023) building 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>	2-6
Possible Barriers	



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<p>Any limitations of teacher subject knowledge, subject leadership, implementation and training opportunities.</p> <p>Recruitment and retention of teachers and teaching assistants.</p> <p>Teachers not prioritising time and utilising opportunities to carry out and be involved in wider reading and CPD (e.g. through use of Education Endowment Foundation, self - study, CUSP training) in order to inform decision making around support, planning, subject development, challenge and reviewing of Jersey Premium strategies.</p>	1-6
Budgeted Cost	£13,000

Wider Strategies

Activity - What we plan to do.	Challenge Number(s) Addressed
Aim: To ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.	
<p>Priority 1</p> <p>Ensure that high quality, evidence informed behaviour management systems are securely in place and are monitored, supported and reviewed by the school Senior Leadership Team.</p> <p>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 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 and/or punctuality.</p>	<p>6-7</p> <p>6-8</p>
<p>Priority 2</p> <p>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, vocabulary, 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.</p>	<p>1-2</p> <p>4-7</p>



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<p>Plan a clear structure of support for identified children and their families, in partnership with a school Family Engagement Worker.</p> <p>Continued development of our school nurture groups to provide emotional support and targeted work on bereavement, resilience, self-esteem etc. This includes ongoing training and support for two new ELSA members of staff.</p>	
<p>Priority 3</p> <p>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, choir, curriculum support clubs, Jerriais club, Jersey Eisteddfod as well as planned group and class trips and Year 4 - Year 6 overnight residential.</p>	4 6-7
<p>Possible Barriers</p> <p>Improving learner traits (e.g. retention, perseverance, independence, participation) and children's readiness to learn and challenge themselves.</p>	2 4 6-7
<p>Budgeted Cost</p>	£6,000

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 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 being embedded.	Use of external evidence for implementation of intervention and guidance (e.g. Education Endowment Foundation, Teaching and Learning Toolkits, CUSP) Use of cross school sharing practice, 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 all staff, including training, policies and strategy plans. Engage in cross school meetings to share and explore alternative strategies and share best practice.



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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