

Victoria College, Jersey



Jersey Premium Statement

This statement details our school's use of Jersey Premium (JP) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy for 2022, how we intend to spend the funding in this academic year (Part A), and the evaluation of 2021, the effect that last year's spending of Jersey Premium had within our school (Part B).

School Overview 2022

| Detail | Data |
|--|--|
| School name | Victoria College |
| Number of pupils in school | 674 |
| Proportion (%) of JP eligible pupils | 2.8% |
| Academic years that our current JP Strategy covers | 2021-2022 |
| Date this statement was published | February 2022 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Dr Gareth J A Hughes, Headteacher |
| Jersey Premium lead | Mr Thomas Smith, Head of Student Support |

Funding Overview

| Detail | Amount |
|--|----------|
| Jersey Premium funding allocation this academic year | £ 18,145 |

Part A: Jersey Premium Strategy Plan 2022

Statement of Intent

Our ultimate objective for students eligible for Jersey Premium (JP) funding is that, like all students, they have the ability to become well rounded, resilient young men who have the skills, attitudes, and values to be successful individuals who make a positive contribution to society. All students will be able to flourish and make the very most of themselves. The purpose of this strategy is to ensure all JP eligible students are able to fulfil this vision and meet the main aims of the school which are:

1. To be accessible to boys from all walks of life
2. To create academic and co-curricular opportunities for all students to fulfil their highest potential
3. To nurture a positive and passionate attitude to learning
4. To foster an inclusive culture based on personal and social responsibility and spiritual sensitivities
5. To maintain a safe, happy, and caring environment based on mutual respect and tolerance

Challenges

This details the key challenges to achievement that we have identified among our pupils identified for Jersey premium

| Challenge Number | Detail of Challenge |
|------------------|---|
| 1 | The most common challenge facing our students eligible for JP funding relates to their emotional needs and wellbeing. |
| 2 | JP eligible students do not have the same level of resources available to them such as IT provision, stationary, and revision booklets. |
| 3 | JP eligible students face barriers to accessing a wide range of co-curricular activities. |
| 4 | JP eligible students can lack the same levels of confidence and resilience as their peers. |

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Enhanced provision for wellbeing and mental health, to promote the overall welfare of students. | All students to have access to a timely and appropriate offering of pastoral support, to include school-based counselling and peer mediation. |
| Improved access to co-curricular activities and clubs. | At least 50% of eligible students to make use of some of their JP funds towards a co-Curricular activity or club. |

| | |
|---------------------------------------|---|
| Enhanced academic achievement | Data analysis to identify an improved Value Added for JP eligible-students. |
| Improved access to targeted resources | Monitoring of the number of resources accessed and used by our JP students. |

Activity in this Academic Year

This details how we intend to spend our Jersey Premium funding **this academic year** to address the challenges listed above. The means of tracking effective success will include surveys on the effectiveness of provisions and consideration of academic progress grades.

Teaching Projects

| Project | Evidence | Relevant Challenge |
|--|---|--------------------|
| Develop literacy skills across Key Stages 3 and 4 by continued use of the Lexia software programme, for online intervention and support. | From previous use it has been evident that the Lexia programme helps to develop literacy skills across all attainment levels. By improving these core skills, it will help students make academic improvement across a wide range of subjects. | 2 |
| Provision of EverLearner for KS4 Sports Studies Revision. | Interviews with students have indicated that access to this platform in previous years has improved confidence and academic outcomes in Sports Studies. | |
| Improved access to stationary and general classroom resources. | Evidence from student interviews confirms that some students lack resources for learning in the home. | 2 |
| The school intends to purchase a quantity of basic stationery and equipment (e.g. revision booklets, calculators) that can be accessed by JP students. | Having free and ready access to such equipment and materials ensures that a student's ability to engage in lessons is not hindered by a lack of resources. These items will be promoted via parental letters and staff will monitor to ensure JP students arrive to class fully equipped. | |

Targeted Academic Interventions

| Project | Evidence | Relevant Challenge |
|---|--|--------------------|
| Develop musical learning in children. Music lessons and board examination to be offered to eligible students. | DfE on the important of Music in Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf | 3 |
| Funding additional 1-2-1 and small group academic support and revision activities (e.g. holi- | DfE on the School led tutoring, including 1-2-1 and small group academic support: | 2 |

| | | |
|--|--|--|
| day revision programmes, targeted tuition, and booster sessions) | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf EEF on summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools | |
|--|--|--|

Wider Strategies

| Project | Evidence | Relevant Pillar & Challenge |
|---|--|-----------------------------|
| Develop mental well-being / resilience in student population. Increase school counsellor hours. | Counsellor provision forms part of our enhanced pastoral care offering. Counselling in Schools: a blueprint for the future: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf <i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'strong pastoral care is the foundation stone of a successful strategy' (p. 21) and goes on to reinforce the point that 'successful strategies to address disadvantage are built on strong pastoral care' (p. 103). | 1 & 4 |
| Provide wider access to Co-Curricular Activities and Clubs | DFE, research-led, guidance links co-curriculum and service opportunities to character education and states that 'schools which develop character well help drive equity and social mobility for their pupils': https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf Student interviews have shown that increased participation with co-curriculum activities improves confidence and resilience. | 3 & 4 |
| Funding activities in support of university study (e.g. visits & taster days) | At Victoria College over 90% of students go on to university study. Students eligible for JP funding may face greater challenges in accessing activities to support decision-making, application, and preparation. We aim to ensure the same percentage of JP eligible students apply to attend university with the ratio of Russell group to non-Russell group Universities equal to that of the whole cohort. See EEF insights into careers education. https://pssfw.myskills.gov.au/media/1754/career-education-why-is-it-important.pdf | 2 |

| | | |
|------------------------------------|---|-----|
| Contingency fund for acute issues. | Based on our experiences and those of other schools nationally, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
|------------------------------------|---|-----|

Part B: Jersey Premium Evaluation 2021

School Overview 2021

| Cohort & Funding | 2021 |
|--|---------|
| Jersey Premium Budget | £16,675 |
| Total number of pupils | 684 |
| Number of pupils eligible for Jersey Premium | 23 |
| % of pupils eligible for Jersey Premium | 3.4% |

Overall Aims

The sections highlighted in Green were the targeted focus areas for 2021 from last year's Pillar strategy.

| Pillar 1 | Pillar 2 | Pillar 3 | Pillar 4 |
|---|---|--|-------------------|
| <i>Resilience, emotional support, and welfare</i> | <i>Building cultural capital through enrichment</i> | <i>Bespoke academic support</i> | <i>Resourcing</i> |
| Increased in Counselling | Music Lessons (Jersey Academy of Music) | 1-2-1 & Small Group Study Support and Academic Interventions | ICT Equipment |
| Targeted Homework / SEN Support | CCF / Sport Opportunities | Academic Intervention Resources (Lexia and EverLearner) | Stationery |
| Wellbeing interventions | Activities Week | Homework Club | Music Equipment |

These aims included improving the Pastoral and wellbeing support for eligible students to advance mental health and engagement in learning. We also sought to develop cultural capital, including extra-curricular trips, music lessons and activities. There were individual interventions to ensure eligible pupils can access resources and equipment in line with non-JP eligible students. Investment in IT hardware for students to be able to access a laptop loan facility.

Teaching Projects

| Project and Rationale | Impact |
|---|---|
| To ensure JP students are able to access the Y7 Orchestral Challenge | JP students were able to access the Yr7 Music Curriculum and obtain ABSM qualifications. (individual data redacted due to GDPR) |
| Develop literacy skills across Key Stages 3 and 4. Implementation of Lexia software programme, for online intervention and support. | Lexia enables tracking of individual progress which clearly demonstrates improved outcomes for JP students who engaged with the programme. |
| Provision of EverLearner for KS4 PE Revision. | Yr 12-13 Value Added for JP students for the academic year was above the school's target of +0.5 (based on public examination and Yr 12 mock results) |

| Project and Rationale | Impact |
|---|--|
| Improved access to IT for students for remote provision during COVID and for longer term loans where necessary. | IT equipment is now available to JP students for long, and short-term loans. These were purchased at the end of the year and are currently being promoted. |

Targeted Academic Interventions

| Project and Rationale | Impact |
|--|--|
| Develop musical learning in children Music lessons and board examination | Students were able to access on-going lessons throughout the year and managed to gain ABSM qualifications. |
| Project and Rationale | Impact |
| Improve subject-specific support Revision books for pupils | Academic attainment improvement for individuals concerned (individual data redacted due to GDPR) |
| Project and Rationale | Impact |
| Purchase of a laptop for a student who needed the use of an iMac for Media Studies. | Academic attainment improvement for individuals concerned (individual data redacted due to GDPR) |
| Project and Rationale | Impact |
| Increased 1-2-1 and small group academic support on literacy and numeracy Provide designated expert staff member hours | Academic attainment improvement for in majority of individuals concerned (individual data redacted due to GDPR) |
| Project and Rationale | Impact |
| Access to a weekly Archery Club and a paid for Activities Week activity for a student who would otherwise have been unable to access these opportunities | When interviewed at the end of the year, the student has gained confidence as a result of his participation in these activities. |

Wider Strategies

| Project and Rationale | Impact |
|--|--|
| Develop mental wellbeing / resilience in student population. Increase school counsellor hours. | Increased attendance at counselling across whole school with 5 x JP students accessing this service during 2021. |
| Project and Rationale | Impact |
| General Support | Funds allocated to students on an ad-hoc basis within school. |