

Jersey Premium strategy statement

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

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School overview

Detail	Data
School name	VCP
Number of pupils in school	268
Proportion (%) of Jersey Premium eligible pupils	1%
Academic year/years that our current Jersey Premium strategy plan covers	2022 / 2023
Date this statement was published	Jan 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Dan Pateman
Jersey Premium lead	Dan Pateman

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£6035
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6035

Part A: Jersey Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum. In a school where the overwhelming majority of pupils are At or Above ARE, it is important to ensure that our disadvantaged pupils are provided for as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing (DFE, 2021).

In line with objectives set out in our School Improvement Plan, working to develop high quality teaching benefits all children in making excellent progress and achieving excellent outcomes. Where gaps and needs are identified and support in addition to what can be offered in the class is required, our SENCO coordinates a team of Learning Support Assistants to work on time-bonded specific goals with individuals or small groups of pupils. This approach to managing the need of all our pupils aligns with that of our identified JP pupils. Expert knowledge of our pupils from Class teachers, feed directly into the plans we put in place – as can be seen in half termly SEN meetings and our termly Pupil Progress meetings.

With such a small group of children eligible for JP funding, this approach is effective as we are able to take a bespoke individual approach to the strategy of support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Participation and confidence in lessons – teachers have reported that pupils aren't always confident to share their thoughts, ideas and achievements.</i>
2	<i>Teacher assessment has identified that creative writing, stamina in writing and sentence structure are areas under-developed.</i>
3	<i>Focus and recall of previously taught content – reported that pupils often struggle to recall previously taught concepts and benefit from increased opportunity for retrieval practice. Benefits seen in supporting pupil focus in lesson time through LSA support.</i>
4	<i>Opportunities to partake in wider curriculum, cultural capital and enrichment activities where additional costs are incurred can be a challenge for pupils in receipt of Jersey Premium funding or school bursary support.</i>
5	

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
Children develop confidence to share opinions and ideas in class, to fully participate in classroom activity	Observable by class teachers that pupils have increased levels of participation. Student voice – improved confidence in sharing their ideas, opinions and achievements.
Increased writing fluency and quality of creative writing, improved sentence structure.	Evident in extended writing tasks, literacy books, and teacher assessed judgements
Improved recall of previously taught content in maths	Children are able to retrieve previously taught content more accurately to help build on their knowledge and understanding – evident in class work and end of unit assessment.
Participation in a range of enrichment activity	All pupils at VCP have opportunity to attend a variety of curriculum enrichment opportunities in and out of school in order to widen their experiences, confidence and knowledge. <i>EFF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i>

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Targeted Teaching support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: approx £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Teaching + additional support intervention	Targeted, time bonded class teacher + LSA intervention at addressing specific gaps has been shown to have significant impact on attainment – EEF Teaching and Learning Toolkit (we recognise the need for this sort of work to be closely monitored through the use of SMART targets)	2 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 music lessons + wider experiences</i>	<p>EEF – Reports that evidence on impact on positive attitudes to learning, well-being and confidence has been reported.</p> <p>EEF also states that participation in the arts can have up to 3 months impact academically.</p> <p>EEF also indicates there are wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	1 and 4

Total budgeted cost: £6000

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2020 to 2021 academic year.

Assessment data (internal) from the Autumn term 2022 shows that the all Jersey Premium pupils meet age related expectations in writing and maths. The majority of pupils met the expectations in Reading.

All pupils are meeting age related expectations in standardised PUMA (maths) tests comparable to their cohorts across Jersey schools.

The majority of pupils met the expectations in PIRA (Reading) tests comparable to their cohorts across Jersey schools.

Identified areas for development have been made by teachers, and recorded in Pupil Progress Meeting notes with identifiable actions – shared with SENCO, Deputy Head and Class teachers.

Enrolling pupils onto 1:1 music lessons has had a positive impact on self-confidence and focus – as commented upon by the music department, parents and class teachers.

What other feedback have you had on your plan or activities?

Parents have been pleased with the impact of additional extra curriculum activities for the boys as this has generated new interests and developed a hobby for them as individuals. They very much wish for this to continue next year.

Our Jersey Premium pupils attend extra-curricular clubs during the school day and have spoken well of their enjoyment of these activities.

Further information (optional)

Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Jersey Premium funding.