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**Mont Nicolle School and Nursery**

**Jersey Premium Strategy 2019 and 2020**

**(2 year plan)**

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***Total allocated funding for 2020***

***27 pupils – Jersey Premium***

***Funding: TBC***

**Understanding barriers**

At Mont Nicolle School we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we know that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for all children is through excellent teaching of an engaging curriculum. Children need opportunities to enrich their lives through experience and we believe schools must make sure that where children are can’t always access these at home, the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Jersey Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning and develop suitable strategies to overcome these barriers. At Mont Nicolle, we have conducted an analysis of barriers to learning for pupils entitled to Jersey Premium and identified the following strategies:

1. **Improve emotional wellbeing (Projected spend: £3200)** – children’s feelings about themselves as responsible, independent, successful learners and their academic performance are intrinsically linked and when school can provide opportunities for them to learn in a highly nurturing context, they can reach their true potential.
2. **Increase aspirations and intrinsic motivation to learn (Projected spend: £20,000)** – an English curriculum that engages learners, hooks them in with high quality texts; teaches skills as well as knowledge; celebrates success and helps children to identify next steps can help children to learn in a broader and deeper way. To do this we will:
   * Develop and enhance language development, closing the vocabulary gap for all learners.
   * Raise standards in Reading and Writing throughout the school.
   * Provide a language rich environment that promotes and develops communication skills, throughout our Early Years setting (Nursery and Reception).

**Jersey Premium funding will be used to:**

* Provide staff professional development – continued training by Hampshire Team on developing the use of Textdrivers approach to teach high quality Reading and Writing skills.
* English lead as ‘Teaching and Learning Mentor’ to work alongside staff to support planning for high quality learning journeys and enhancing teaching pedagogy.
* To purchase a range of high quality texts.
* To continue high quality training in using Wellcomm to assess and analyse communication and language development.
* To ensure children in EYFS are provided with daily opportunities for language development – small differentiated group work.
* REAL training and ‘events’ that focus on language and communication development together with a focus on mark-making. (The programme is based on the ORIM framework, which supports parents to: create **O**pportunities for learning; **R**ecognise and value small steps; **I**nteract in positive ways; and **M**odel explicit literacy.)

***Our priorities for Jersey Premium eligible pupils in relation to analysis of data:***

* Language acquisition and vocabulary development.
* To further develop skills, enhance progress, develop positive attitudes and ensure high level engagement in both Reading and Writing
* Greater % of JP pupils make good and better progress in both Reading and Writing.
* EYFS – language development, communication and writing.

***We will implement our strategies by:***

* Continuing to develop Text-drivers approach to teaching and learning of English.
* Investing in significant time in planning high quality lessons.
* Regular CPD to ensure consistency and to further secure knowledge and understanding of the new approach.
* Partnership work with other schools – staff plan collaboratively where possible and share planning and learning outcomes.
* Ensuring high level engagement for all children through exciting English lessons, high quality text and resources, use of a ‘hook’.
* Regular book scrutinies and joint staff meetings between schools.
* Training in the REAL project in Nursery.
* Wellcomm

***The strategy will impact on improving teaching and learning by:***

* Investing in high quality training from English Leads in Hampshire so that Staff CPD will be focuses on and commits to developing high quality planning and lessons for all children.
* English Lead having dedicated time as Teaching and Learning Mentor to work alongside teachers to further develop and refine planning, support high quality teaching and learning in English lessons.
* High level pupil engagement through exciting ‘hook’s’ and high quality texts.
* Investing in Wellcomm training and sharing practice in EYFS. WellComm Primary toolkit will enable staff to quickly and easily identify children needing speech and language support and this will make a crucial difference to their confidence and attainment
* Developing a robust plan so that Wellcomm groups are consistently delivered and staff are deployed effectively.
* Investing in REAL training and working with specific families in Nursery to develop and promoting reading.
* Hosting REAL events in Nursery to encourage partnerships with parents to support and enhance literacy development in the home environment and love of reading and mark making.

***Monitoring and Evaluation***

* Monitoring and evaluating will be undertaken by Headteacher and English Lead in school in both schools together with Hampshire English Adviser and C Whitehead (English Adviser – CYPES).
* Book scrutinies to focus on quality of writing and development of key writing skills, pupil progress meetings, SEN meetings. Pupil engagement – conferencing pupils to capture their views on their English work.
* Continuous Wellcomm Assessments in EYFS
* Impact analysis and parent survey of REAL project

# Links to research

- EEF Literacy Guidance Reports KS1 & KS2 https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS1\_Literacy\_Guidance\_2017.pdf

- ‘Teaching English by the Book’ by James Clements

- 'Teaching Backwards' Andy Griffith

- 'Opening Doors' series by Bob Cox

- 'Inspiring Writing' by Liz Chamberlain

- ‘Closing the Vocabulary Gap’

- <https://www.gl-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/>

- https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme/