# Mont Nicolle School



**Jersey Premium Strategy 2021**

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| **Cohort & Funding** | **2021** |
| Jersey Premium Budget | £30,000 |
| Total number of pupils | 255 |
| Number of pupils eligible for Jersey Premium | 29 |
| % of pupils eligible for Jersey Premium | 12% |
| Publish date | January 2021 |
| Review date | January 2022 |
| Jersey Premium lead | Lisa Paul |

## Development of Teaching & Learning (£15,000)

Spending on 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.

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| **Project and Rationale** | | **Expected Outcome** | |
| **Aim:**  Incremental improvements to the effectiveness of teaching by coaching, setting goals and tackling barriers.  **Activity**:   * Key Staff training – Olevi - Power of Coaching; * Power of Coaching – Train the Trainer * Coaching training – Teachers * Teachers coach each other * Teachers observing each other * 1:1 coaching   **Cost:**  **£5000 (1 day supply x 20)** | | Through a coaching experience, every teacher will have identified personal goals in relation to their teaching. They will have clarity on their current position as well as a plan to meet their goals and to improve teaching and learning. | |
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| **Aim:**   * Improvements to the impact of Teaching Assistants on pupil progress.   **Activity:**   * Training sessions in high quality interventions: BR@P, Reading Response, Guided Reading, Benchmarking, PIRA assessments, Probe Assessments, Maths interventions, * Understanding MNP approach, PUMA assessments: * Effective feedback training.   **Cost: £3,500**  **12 x TAs - Approx 48 hours of training time**  **(4 hours per half term)**  **Approx 12 hours review time** | | Teaching Assistants support learning and improve attainment throughout the school in line with all 7 areas of the EEF recommendations in ‘Making Best Use of Teaching Assistants’ Guidance.  Highly skilled Teaching Assistants will use high quality interventions to positively impact on pupil progress. | |
| **Project and Rationale** | | **Expected Outcome** | |
| **Aim:**   * Develop and enhance language development, closing the vocabulary gap for all learners. * Raise standards in Reading and Writing throughout the school. * Raise the profile of reading across the school. * Children have access to high quality texts.   **Activity:**   * Provide staff professional development – continued training by Hampshire Team (online) 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 for teaching using Hampshire approach. | | * Greater language acquisition and vocabulary development. * Skills development: Reading: fluency inference, expression, comprehension; * Enhance progress in reading. * Positive attitudes and high level engagement in both Reading * Greater % of JP pupils make good and better progress in Reading. * **Writing** – improved staff skillset. * High quality planning/learning journeys. * Improved teacher pedagogy * Improved outcomes for JP children * Access to high quality texts for all children | |
| **Cost: £6500 (Teaching & Learning Mentor time – SA4)** | |  | |

## Targeted academic interventions (£7500)

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| **Project and Rationale** | **Expected Outcome** |
| **Aim:**  All children who are not achieving developmental milestones in communication, speech and language in EYFS will make rapid progress from their starting points.  **Activity:**   * To continue high quality training in using Wellcomm to assess and analyse communication and language development. * To assess the quality of Wellcomm assessments and activities – invite Speech and Language therapist best placed to undertake review and quality assurance of Wellcomm provision. * 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.  **Cost:**  £2000 (3 hours non-teaching supply x 36) | All children in EYFS will have high quality language interactions.  Children will have made rapid, measurable progress from their starting points, using the Wellcomm intervention.  Assessment and interventions are quality assured and all staff are trained specifically to deliver high quality Wellcomm interventions/assessments. |

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| **Project and Rationale** | **Expected Outcome** |
| **Aim:**  Children learning remotely due to shielding will access core curriculum lessons and will have feedback on their work.  **Activity:**  Using Seesaw, staff will set activities similar to those taking place in physical school and feedback on returned work.  **Cost:**  £2000 (5 hours non-teaching supply x 36) | Children who are entitled to JP funding and are legitimately shielding due to CV-19 will keep up with their peer’s progress in core curriculum. They will also maintain social contact with their class through online interactions between home and school. |

**Wider Strategies (£1,800)**

The final element of our approach is to provide support in tackling the most significant, non- academic barriers to success by developing social and cultural capital in our school community.

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| **Project and Rationale** | **Expected Outcome** |
| Excellence in music that they would not be able to attain without a specialist teacher.  **Activity:**  All children are taught by a specialist music teacher who has designed a curriculum which aligns to their project work in class.  **Cost:**  £1800 (JP contribution 1 of 4 hours teaching per week | To adopt a love of music and to play a range of instruments.  To perform to a good standard using a range of interesting instruments including ukuleles and African drums.  The specialist music teacher encourages children to make links between their music lessons and other areas of their curriculum. |

**For more information about Jersey Premium, please visit** [www.gov.je/JerseyPremium](http://www.gov.je/JerseyPremium)