

Jersey Premium strategy statement

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

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	Mont Nicolle
Number of pupils in school	248
Proportion (%) of Jersey Premium eligible pupils	12%
Academic year/years that our current Jersey Premium strategy plan covers	2021/2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	L Paul
Jersey Premium lead	L Paul

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£43,000
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	£43,000

At Mont Nicolle School we aim to provide disadvantaged pupils with the highest quality of educational experience. We want them to achieve in-line with or above all Jersey schools and national average in all areas and to develop a love of learning that continues into secondary school and beyond.

We will provide our disadvantaged pupils with a broad, challenging and exciting curriculum that enables them to develop knowledge and explore talents and interests in many different curriculum areas.

All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by school.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Mont Nicolle School has conducted an analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers:

- Issues with emotional wellbeing – which impact on behaviour for learning.*
- A language deficit – both a gap in vocabulary and a lack of ability to write across the curriculum.*
- A deficit in specific reading skills - reading for meaning and comprehension of texts – this inter-links with point above.*
- Limited cultural capital and enrichment – lack of a variety of rich and diverse experiences limits their acquisition of language and understanding.*

Many of our vulnerable children will be experiencing more than one of these barriers to learning. All of our strategies are underpinned by a strong evidence base.

- Using evidence of what works, we will make teaching and learning of the highest possible quality in all classrooms.*
- Following the guidance provided by the EEF on 'Improving Literacy in Key Stage 1 and 2 we will continue to develop the teaching of reading through a high quality phonics programme in Key Stage 1, the use of vocabulary rich texts (Text Drivers) in Key Stage 2 and reading for meaning in the wider curriculum.*
- We will ensure that disadvantaged pupils access very high quality Early Years provision with a language-rich curriculum. We will use the new Development Matters 2021 and the advice of the Early Years team to guide our provision.*
- We will develop pupils' cultural capital in EYFS by ensuring that all pupils experience awe and wonder of the world in which they live through the 7 areas of learning.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Issues with social and emotional wellbeing – which impact on behaviour for learning.</i>
2	<i>A language deficit – both a gap in vocabulary and a lack of ability to write across the curriculum.</i>
3	<i>A deficit in specific reading skills - reading for meaning and comprehension of texts – this inter-links with point 3 above.</i>
4	<i>Limited cultural capital and enrichment – lack of a variety of rich and diverse experiences limits their acquisition of language and understanding.</i>

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
<i>Disadvantaged pupils enjoy school and are well motivated to learn.</i>	<i>Attendance for disadvantaged learners above 95%.</i>
<i>Disadvantaged pupils are able to be highly successful academically.</i>	<i>30% of disadvantaged pupils in both KS1 & KS2 are secure in reading and writing.</i>
<i>EYFS – disadvantaged pupils to leave Foundation Stage having had a variety of rich experiences that have impacted on improved language acquisition .</i>	<i>50% of EYFS disadvantaged pupils to achieve Early Learning goal – Language and Communication.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing release time for class teachers to observe others and share good practice. This will inform the school's CPD programme and continue to improve the class practice of all teachers</i>	The Sutton Trust has provided evidence showing that by improving the quality of classroom teaching, this helps all pupils to learn and especially helps disadvantaged pupils make even more progress.	1,2,3,4
<i>EYFS staff to develop high quality provision to develop pupils' cultural capital – ensuring that children experience awe and wonder of the world in which they live through the 7 areas of learning.</i>	Theorist Pierre Bourdieu	2,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing one to one and small group tuition for identified pupils in KS2 using a highly skilled teacher/supply teacher.</i>	EEF has provided guidance about the potential impact of one to one and small group tuition. See link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted social and emotional learning provision delivered by highly qualified Pastoral and learning support Manager.</i>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Attendance data will evidence impact.</p>	1,2,3 & 4
<i>Funding places for disadvantaged pupils at breakfast and after school club. This makes sure that pupils have breakfast in the morning and also engage in extra curricular activities.</i>	Evidence shows the impact of sports coaching develops positive learning behaviours such as resilience and receiving coaching and feedback.	3 & 4

Total budgeted cost: £43,000

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.

Performance measures for 2020/2021 relied upon Teacher assessment and PIRA & PUMA summative assessments. Disadvantaged pupils performed less well in Reading, Writing and Mathematics, many not achieving age related expectation. Overall, the picture in school shows that 60% of our disadvantaged pupils are not achieving age related expectation in Maths, Reading and Writing. Despite the majority of these pupils also receiving additional tutoring through the JTT programme, the gaps are still quite significant. Social and emotional well-being has played a key factor in the children underachieving. Building SEL skills are essential and will need to be directly targeted at our disadvantaged children.

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

Feedback from Virtual Review – during lockdown, the majority of our disadvantaged children were brought into school. Their needs were met within the school environment and whilst the gaps have not been closed, the children benefitted greatly from access to one-one support, emotional support and a routine.

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.