

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 School
Number of pupils in school	214
Proportion (%) of Jersey Premium eligible pupils	12%
Academic year/years that our current Jersey Premium strategy plan covers	Jan 2023-Jan 2024
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	
Jersey Premium lead	Lisa Paul & Jade Richardson

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2023	£36,000

Part A: Jersey Premium strategy plan

Statement of intent

You may want to include information on:

- Our ultimate objective for our children in receipt of Jersey Premium is that there is no gap in achievement between these pupils and their peers.*
- Our current Jersey Premium strategy plan works towards achieving those objectives by providing additional one to one support, small group work and feedback with their teachers.*
- Our strategy includes teaching projects, targeted interventions and wider strategies and compliments the overarching aims on the School Improvement Plan*

Challenges

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

Challenge number	Detail of challenge
1	Children in receipt of Jersey Premium are statistically more likely to fall behind their peers in reading, writing and maths.
2	Analysis shows that patterns and trends in attainment are inconsistent eg: In Reading and Writing - Year 2, Y3, Y4 – gaps are widening. In Maths – Y2, Y5, Y6 gaps are widening.
3	Children in receipt of Jersey Premium make some progress but a high % of children do not make expected 2 steps of progress in Reading, Writing and Maths.
4	Attendance of children in receipt of Jersey Premium broadly falls below school average.

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
All pupils in receipt of Jersey Premium can verbalise their strengths and next steps in order to improve their work across a range of subject area, as well as an improved attitude to learning. There is no gap between the achievement of pupils who are in receipt of Jersey Premium and those who are not.	Pupils will have additional one to one feedback time weekly with their class teacher. Large majority of children in receipt of Jersey Premium funding are working at age related expectations or above.
Very large majority of children in receipt of Jersey Premium funding end the year <i>at least</i> secure in reading.	Selected children complete the Herts fluency intervention. Accelerated progress made in reading by end the academic year.
All children have access to breakfast club and attendance and punctuality improved.	Breakfast club offered free of charge. Parents bring children into school earlier and will also have access to Pastoral Lead.
All children have the opportunity for extra curriculum activities	Weekly lunch time clubs available, opportunities to represent school in extracurricular activities – netball, football, tag rugby.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim: To improve the effectiveness of teaching and learning. Activity: To carry out peer observations to develop quality first teaching.	John Hattie and Dylan William	1, 2 and 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim: To support reading accuracy, fluency and comprehension for Year 2 and KS2 pupils Activity: Targeted support using the Herts Reading Fluency project.	Evidence based research developed in Hertfordshire Reading Fluency	1, 2 and 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: To support Mathematical understanding and fluency in KS1 and KS2 pupils</p> <p>Activity: Targeted support using the First Class @ Number.</p>	<p>Evidence based research developed in First Class @ Number.</p>	<p>1, 2 and 3</p>
<p>Aim: To provide quality feedback for children</p> <p>Activity: One to one consultations weekly - 15 minutes with class teacher to provide quality feedback, pre teaching and individual targeted support</p>	<p>EEF research</p> <p>John Hattie meta-analysis</p> <p>Pupil Voice</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: To provide a range of extra-curricular activities</p> <p>Activity: Wide range of clubs available that the children can choose, including external sports provider. Ensure children in receipt of Jersey Premium represent the school.</p>	<p>EEF research</p> <p>John Hattie meta-analysis</p>	<p>4</p>

<p>Aim: To provide breakfast and after school club to JP pupils so that attendance improves and well-being is addressed.</p> <p>Activity: Breakfast and afterschool club provision.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+ months over the course of a year.</p>	<p>4</p>
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Total budgeted cost: £ 36,000

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 2021-22 academic year.

Aim: There is no gap between the achievement of children who are entitled to JP and those who are not.

Impact:

JP children made limited progress in writing from their starting point. JP children made progress in reading and maths but in some cases did not catch up with peers and achieve Developing/Secure.

Limited opportunities for lesson observations to share good practice due to staff sickness and COVID and lack of Supply Teachers.

The % of children entitled to JP funding who achieved Developing/Secure in their year group remains lower than the % of children not entitled to JP funding, so there is further work to be done in this area in the 2023 Strategy.

EYFS provision in developing pupils' cultural capital has improved over the course of the year. Specific Early Learning Goal: People, culture and communities – lower than all mainstream schools in July 2022. This became a focus for new Nursery intake in September under the leadership of new senior leader. Data from September to December shows improvements due to the implementation of an engaging EY curriculum that is targeted at improving this aspect of the Early Learning Goals.

Aim 1: Children leave KS2 reaching age expected milestones in Reading, Writing and Maths. Impact inconsistent due to limited staff cover This was due to staff sickness, no supply teachers available and COVID.

Aim 2: Disadvantaged pupils enjoy school and are well motivated to learn.