

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.

Updated: March 2024

School overview

Detail	Data
School name	Trinity School
Number of pupils in school	219
Proportion (%) of Jersey Premium eligible pupils	9%
Academic year/years that our current Jersey Premium strategy plan covers	2024
Date this statement was published	March 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Katy McMahon
Jersey Premium lead	Sally Sleath

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 43000

Part A: Jersey Premium strategy plan

Statement of intent

Relevant Strategic School Aims (from the SDP):

At Trinity School our aim is to ensure all pupils make progress during the year and over the years in a safe and secure learning environment so that the standards across the school are maintained and built upon. Our aim for our disadvantaged pupils is for them to show the same level of progress as all pupils and, where necessary, close any gaps that might be there. The key principles for the strategy plan are shared with the aims of our School Improvement Plan. These are:

- Ensure that there is a consistent approach to applying the teaching and Learning Policy across the school, in all classes ;
- Provide a peer support/ coaching model that enables teachers to reflect on current practice and build on, develop and expand this model across the school as a key aspect of professional development;
- Identify and fill gaps in coverage and attainment in individuals and classes in core subjects ;
- Plan for age-appropriate vocabulary progression in all curriculum subjects
- Ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase ;
- Develop systems in school for supporting children's mental health and well-being.
- Embed pupil's self-regulation skills and emotional literacy.

Challenges

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

Challenge number	Detail of challenge
	Progress has been made over the last few years in closing the gap between children who are eligible for Jersey Premium and the rest of the school population. However, there is still a gap as outlined below. Please note that with such small numbers of children within the data, it can be difficult to pick out consistent patterns and so teachers are given time to explore challenges with individual children.

1	<p>In summer 2022, children who are eligible for Jersey Premium were 19% less secure than whole school data and 11% less achieved 100+ in the PIRA test.</p> <p>When discussed with staff there were several possible factors behind this but was not consistent for all children. These were lack of opportunity or expertise to read at home, lack of 'general knowledge' experience and understanding when it comes to comprehension and vocabulary.</p> <p>From the pupils eligible for JP in the year 2023-24, 80% of them were assessed being secure in reading from year 1 – year 6 which is in line with their peers. Therefore, this reading approach continues into 2023-24.</p>
2	<p>Writing –</p> <p>Children who are eligible for Jersey Premium were 26% less secure than whole school data and 25% less achieved over 70% on the unaided writing assessment.</p> <p>When discussed with staff there were several possible factors behind this but was not consistent for all children. These were:</p> <ul style="list-style-type: none"> • lack of opportunity or expertise to practice spellings at home, • lack of 'general knowledge' experience and understanding to give them story ideas, • limits to their vocabulary, • the way they wrote stories was not developed and this might be linked to difficulties with imagination and/or life experiences as in their talk it was also underdeveloped. <p>School writing focus in 2023 and 2024 is upon KS2 writing.</p>
3	<p>Maths –</p> <p>Children who are eligible for Jersey Premium were 23% less secure than whole school data and 14% less achieved over 100 standardised score on PUMA.</p> <p>When discussed with staff there were several possible factors behind this but was not consistent for all children. These were possible difficulties with understanding the vocabulary of maths, lack of opportunity to practice the number work and a general lack of confidence with number.</p>
4	<p>To maintain mental health as a school priority as we see a growing number of children experiencing worries and other wellbeing indicators across the school.</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of impact
<p>Education Endowment Fund research-based guidance informs us that evidence indicates that 'ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils', In fact 'research tells us that high quality teaching can narrow the disadvantage gap'.</p> <p>The following activities are part of a whole-school initiative that is designed to use coaching and self-reflection and improvement to impact on professional development of the staff.</p>			
<p>Release time for teachers/subject leaders to quality assure their areas of the curriculum with a focus upon ensuring high quality teaching for all pupils.</p> <p>This release time will be dependent upon SDP foci of that half term, in relation to the needs of the school at the time.</p> <p>This may include, as an example:</p> <ul style="list-style-type: none"> • Gleaning pupil voice related to a set area (such as a subject, Inclusion and Diversity, etc) • Learning Walks • Subject deep dives <p>£4320</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2 & 3</p>	<p>Time to review and plan together for subject leaders as part of the curriculum team has enabled staff to deep dive into subjects as a subject team, hear pupil voice focussed upon their subject, plan staff training around their subjects, and work on progression documents and whole school planning for across the school.</p> <p>With the knowledge that 'high quality teaching can narrow the disadvantage gap', time together as subject leaders focussed upon one subject at time, has enabled meaningful professional conversations, with the aim that our pupils have access to a rich and well planned learning journey from the Early Years through to the end of year 6.</p>

<p>Voice 21 – Oracy The two Oracy Lead Teachers will visit a school in the UK in order to share good practice and inform the practice back at Trinity.</p> <p>£3200</p> <p>Maths – Deputy head and Maths Lead to visit a school that has outstanding maths provision in order to share good practice and inform learning at Trinity.</p> <p>£3200</p>	<p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>https://www.teachermagazine.com/au_en/articles/sharing-good-practice-gonski-and-professional-collaboration</p> <p>Trinity have been in communication with our senior adviser, who has an in-depth knowledge of many schools in the UK. He has recommended two schools in which to visit to share good practice. The school plans to identify two others for which to visit to look at maths teaching and learning.</p>	<p>1,2 & 3</p>	<p>The headteacher and English/Oracy Lead visited two schools in the UK (Winchester). Good practice & learning gathered was shared within a whole school staff INSET.</p> <p>Main ways forward for the school as learning from these two visits:</p> <ul style="list-style-type: none"> • Published Work (replacing unaided writing) • Use of Editing tabs • Targets KS1 / reflections / Writing • Journey Cover sheet • Planning for the writing journey <p>This has impacted directly on continuing to build on quality curriculum planning and assessment.</p> <p>Due to other priorities that arose, the maths visit did not occur. This will be built into the plan for the next academic year.</p>
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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	Review of targets
1.) To further close the gap between disadvantaged pupils and the whole school in writing.	60% of children eligible for JP achieve secure by July 2024	At the end of the academic year, 2024, 54% of children eligible for JP (not including selected children that are on bespoke learning plans due to need) were secure in writing.

2.) To continue to close the gap between disadvantaged pupils and the whole school in reading.	80% of children eligible for JP achieve secure by July 2024	At the end of the academic year, 2024, 75% of children eligible for JP (not including selected children that are on bespoke learning plans due to need) were secure in reading.
3.) To further close the gap between disadvantaged pupils and the whole school in maths.	60% of children eligible for JP achieve secure by July 2024	At the end of the academic year, 2024, 60% of children eligible for JP (not including selected children that are on bespoke learning plans due to need) were secure in maths.

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: **£15256**

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

Budgeted cost: **£**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of impact
<p>Daily Guided Reading Hour across the 3 KS1 Classes</p> <p>6 Teaching Assistants for an hour a day, in addition to the 3 class teachers.</p> <p>Ensuring that every child in year 1 and 2 is in a targeted, high quality guided reading group, daily.</p> <p>Teaching Assistants have undergone additional reading training and Benchmark training with our English Adviser and Headteacher over the academic year in order to further boost the quality of reading provision.</p> <p>£23716</p>	<p>As data shows from July 2023, this approach is closing the gap between pupils eligible for JP and their peers. Therefore, this approach is to continue.</p> <p><i>‘Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to understanding’(EEF: Literacy KS1 Guidance Report 2020)</i></p> <p>EEF (2015) ‘Teaching and Learning Toolkit: Reading Comprehension Strategies’, London: Education Endowment Foundation; Oakhill, J., Cain, K. and Elbro, C. (2014) Understanding and Teaching Reading Comprehension: A Handbook, London: Routledge.</p> <p>Davis, D. S (2010) ‘A Meta-Analysis of Comprehension Strategy Instruction for Upper Elementary and Middle School Students’ (doctoral dissertation), Vanderbilt University, U.S.A. Available at https://etd.library.vanderbilt.edu/available/etd-06162010-100830/unrestricted/Davis_dissertation.pdf</p>	<p>1, 2 & 3</p>	<p>All children in year 1 and 2 received daily, small group guided reading throughout the year.</p> <p>In July 2024, 44% of JP children in year 1 and 2 were secure in reading, however this does include children with significant additional learning needs who are following bespoke learning plans. These children have made progress in small steps within their bespoke learning plans and have accessed daily reading.</p> <p>This is a model that has been implemented at Trinity School for a number of years. In the summer of 2024, the year 6 class achieved the following results in reading:</p> <p>78% of the cohort achieved the National Standard 37% of the cohort achieved greater depth</p>

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

Budgeted cost: £5268

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of impact
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>A Teacher to deliver 3 hours of nurturing support to small groups of children using the Hamish and Milo resources as well as forest school.</p> <p>£4320</p>	<p>The Education Endowment Fund states that 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4	<p>During the summer term of 2023-24, all of year 1 accessed wellbeing and social understanding focussed forest school sessions across the term.</p> <p>During the academic year 2023-24, 10 different groups of children from Key Stage 1 to Key Stage 2 accessed Hamish & Milo resources, with the group dynamics and unit chosen to meet the needs of the pupils.</p>
<p>Using the PASS (Pupils Attitudes to School and Self) assessment screener across the whole of Key Stage 2, the school will identify groups of children who would benefit from support in the areas highlighted through the assessment. The school's Emotional Literacy Support Assistant will deliver twice weekly sessions to pupils.</p> <p>£1000</p>	<p>'The potential impact of metacognition and self-regulation is high (+7 months additional progress).'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p> <p>https://www.g1-assessment.co.uk/assessments/pass/</p>	4	<p>The PASS Survey has been utilised to provide information about individuals and groups, as well as whole key stage (Key Stage 2), on attitudes to school and self. We have noticed trends across the school and have been able to triangulate the information from the PASS survey with other observations and information, in order to identify small groups and individuals that may benefit from further wellbeing support – in a way that would meet their needs.</p> <p>The survey will be completed annually rather than bi-annually moving forward and will be completed as a whole class with the teacher reading out the questions, so as to ensure that all children can access and comprehend the questions.</p>

<p>Jigsaw Families</p> <p>Trinity was a pilot school for Jigsaw Families and following the positive response and impact on individual children and families, will be buying into the scheme and further resources. This will also cost time of one TA and the deputy head in order to deliver the programme.</p> <p>£1000 resources £216 for deputy head to deliver this per programme.</p>	<p>https://jigsaweducationgroup.com/programmes/jigsaw-families/</p> <p>Involving parents in children’s education has been shown to have high impact for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Being a Jigsaw Flagship school, we were offered the opportunity to become a pilot school for Jigsaw Families, which involved parents and children learning alongside each other. After two successful programmes being delivered, the school are committing to the programme for 2024-25 and hope to also include a future appointment of a school based family support worker in delivering the programme.</p>	<p>.</p> <p>Over the 6 months of the pilot, the school ran two programmes of Jigsaw Families, with the Deputy Headteacher leading with the adults and the Lead Inclusion TA leading with the children. Families reported changes that have had a ‘disproportionate impact’ on family life. Such as:</p> <ul style="list-style-type: none"> • Eating dinner at the table together • Changes in screen time • Routines in place to enable families to leave the house in the mornings in a calmer manner, which in turn impacts wellbeing and how their day starts • How they manage behaviour at home • Language they use with children <p><u>One quote from a parent:</u></p> <p><i>‘Pulling all of this information together is very useful as a reminder of the small things especially about the way we talk to children, encourage choice making/install discipline and how these impact children. It helps bring these to the forefront of your mind in daily life. The changes you find yourself choosing to make aren’t big, but they do so far seem to have a disproportionate impact for us. I think that it has been worthwhile. The children also seem to enjoy you coming to a lesson.’</i></p> <p>When the new Family Engagement Officer is in place for Trinity School, we will buy in to this programme and</p>
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			continue offer it out to families, due to the positive feedback
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Total budgeted cost: £

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.