

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	Trinity School
Number of pupils in school	212
Proportion (%) of Jersey Premium eligible pupils	15%
Academic year/years that our current Jersey Premium strategy plan covers	2022
Date this statement was published	February 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Katy McMahon
Jersey Premium lead	Chris Godden

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 37,350.00

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 disadvantage 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.

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	Reading - Children who are eligible for Jersey Premium were 19% less secure than whole school data and 11% less achieved 100+ in the PIRA test. 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.
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.
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	To maintain mental health as a school priority as we see a growing number of children experiencing anxieties and other mental health indicators across the school.

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
To further close the gap between disadvantaged pupils and the whole school in writing.	50% of children eligible for JP achieve secure by July 2023
To further close the gap between disadvantaged pupils and the whole school in reading.	65% of children eligible for JP achieve secure by July 2023
To further close the gap between disadvantaged pupils and the whole school in maths.	70% of children eligible for JP achieve secure by July 2023

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: £17,825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Continuing coaching model throughout the school – release staff to have 2 coaching conversations every half term</p>	<p>Evidence suggests that performance review is more empowering and more likely to impact when it is owned by staff members themselves.</p> <p>Coaching conversations can lead to improved learning in the classroom – by raising self-awareness and deepening self-reflection. It also allows for a safe culture where staff can share practice, take risks in trying new things, admit and learn from mistakes.</p> <p>www.focus-education.co.uk.</p> <p>Fullan and Hargreaves (1992) concluded that teachers who work where ‘interactive professionalism’ is the norm are more likely to develop when given the opportunity to learn from each other and share ideas.</p> <p>It is research and evidence such as this that have led to CYPES investing in the Power of Coaching Olevi programme</p>	<p>1, 2 and 3</p>

<p>Self-improvement days – termly opportunity for staff to have a day to research, train and improve their practice based on areas reflected on in their coaching sessions.</p> <p>A summary and impact on class to be filled out.</p>	<p>Self-study is largely about becoming better informed, gaining expanded understanding, and an effort to improve oneself as a professional educator and one's own practice. By giving teachers ownership of their own learning, you are empowering and motivating them to self-reflection and improve their own knowledge, skills and understanding in relation to their current class and practice.</p> <p>https://www.intechopen.com/chapters/75416)</p> <p>https://www.herts.ac.uk/link/volume-4,-issue-1/self-study-a-developing-research-approach-for-professional-learning</p>	<p>1, 2 and 3</p>
<p>Lesson study and peer observation Opportunity to undertake lesson study once this year</p>	<p>In his book on lesson observations - Takahashi and Yoshida (2004) argue that lesson study is powerful because it empowers teachers' professional learning by providing them with, amongst other things, the opportunity to make sense of educational ideas within their practice and enjoy collaborative support from colleagues. In a review of international research, Cajkler et al (2015) identified some key benefits for teachers – greater teacher collaboration, sharper focus on pupil's learning, development of teacher knowledge and practice, improved quality of classroom teaching and pupil learning outcome. (p200).</p> <p>https://lessonresearch.net/#:~:text=Lesson%20Study%20is%20an%20inquiry,teachers%20are%20passionate%20about%20learning.</p> <p>https://educationnorthwest.org/resources/lesson-study-getting-started</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £11,883.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

After school learning clubs (2 x Tas 3 days a week)	Closely monitored interventions to improve specific gaps in learning identified through PIRA, PUMA or other. Evidence from previous groups that it works. Intervention taking place outside school time means that children are not missing any learning.	3
<i>1-1 tutoring – when possible</i> <i>Using TA time before school or at other times</i>	Closely monitored interventions to improve specific gaps in learning identified through PIRA, PUMA or other. Evidence from previous groups that it works.	1, 2 and 3
Targeted teacher time – half a term, 1 hour targeted intervention time – focus on writing	Teacher specific input in writing	1, 2 and 3
Targeted KS1 support in the afternoon	Using some evidence-based and targeted interventions such as BR@P and Reading Response to impact on individuals or groups of children in the afternoon.	1

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

Budgeted cost: £5,941.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.		
<i>Update of Zone check in resources</i>	Zones of Regulation has been implemented across the whole schools with Zone check in times gradually being introduced as a set routine for the day for all children. This is to support mental health and also as part of the inclusion strategy to allow all children access to the language of the Zones, which will also benefit some children who need it more. Recommendation 1 of EEF is to teach SEL skills explicitly, recommendation 2 is to model SEL skills through everyday teaching and recommendation 5 is to reinforce SEL skills through whole-school ethos and activities. Our work on Zones of Regulation and Zones	4

	check in covers all these 3 recommendations.	
<i>PASS assessment</i>	<p>PASS is an assessment tool that supports pupils' wellbeing in learning and offers practical next steps.</p> <p>Social and emotional wellbeing is essential for effective learning, yet there will always be pupils who lack confidence in their learning and who don't always feel connected with school and their teachers. PASS focuses on three broad areas – how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school. It provides traffic light reporting and offers a ready-made collection of follow-up activities of support.</p> <p>Many schools use PASS as a tool to help identified children and have provide pastoral support.</p>	4
<i>Wellbeing intervention time</i>	<p>As part of the PASS assessment process we would like to extend of wellbeing provision, using ELSA programme, the Zones and the interventions from PASS with individuals and groups.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	4

Total budgeted cost: £ £35,650.00