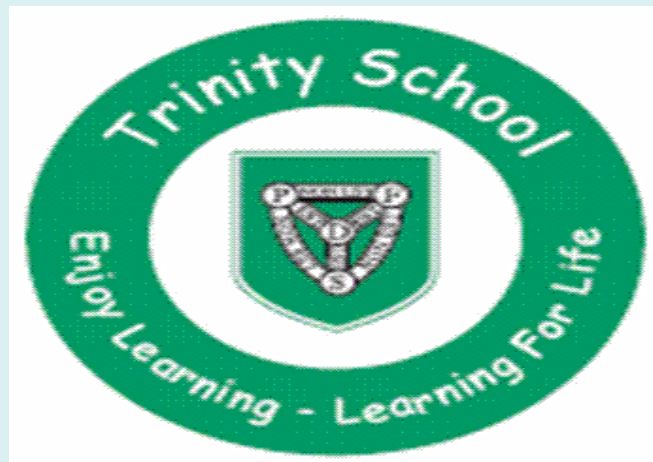


Jersey Premium Report 2021

School Name:

Trinity Primary



Pupils in school:

219

Proportion of pupils eligible for
Jersey Premium

15%

Jersey Premium allocation this academic year

£ 38,500

Publish date:

January 2022

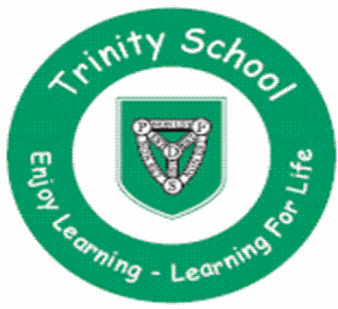
Academic year or years
covered by Report

2021

At Trinity School we have a small percentage of children who are eligible for Jersey Premium so it was important for us, when planning our strategy and in producing this report, to be sensitive to the possibility of identifying individual children.

**Statement authorised by: Mrs Katy McMahon
(Headteacher)**

Jersey Premium Lead: Mr Chris Godden



Jersey Premium Report 2021

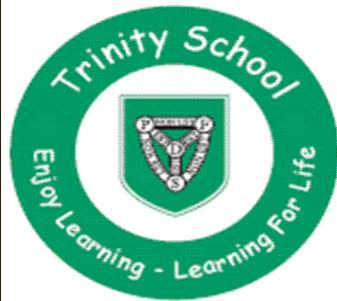
Relevant Strategic School Aims (from the SDP):

- To ensure consistently high quality teaching and learning that adapts to pupils needs;
- To continue to raise standards in Mathematics across the school;
- To improve the quality of teaching and learning in order to improve outcomes for pupils;
- To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;
- To develop systems in school for supporting children's mental health and well-being;

A three-tiered approach

We adopted a tiered approach to Jersey Premium spending which allowed the school to focus on a series of targeted strategies which will have the greatest impact. These are:

- Teaching - 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.
- Targeted academic support - Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.
- Wider strategies - The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.



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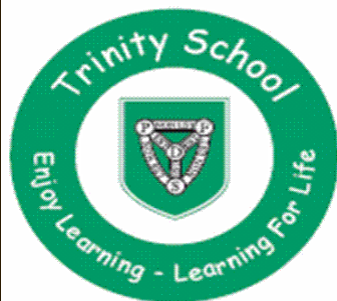
Teaching priorities 1

Aims	Activities
<p>To ensure consistently high-quality teaching and learning that adapts to pupils needs.</p> <p>To provide individual or phase identified CPD opportunities for staff based on self-identified needs.</p> <p>To provide coaching and/or triad model of learning.</p>	<ul style="list-style-type: none"> • All staff received coaching training. • Coaching pairs established. • Supply provided termly for teachers to meet in pairs to conduct a coaching conversation and identify own goals. • TA coaching also undertaken termly. • Subscription to Optimus Education purchased to support webinars. • Supply provided for a self-study day for each teacher.

Impact

Coaching pairs has developed over the year and has been well received by teachers and TAs alike. It is helping to develop a system of self-reflection and improvement within the school.

Teaching staff had 1 day self-study in the Autumn term and completed a short summary detailing what they learnt and the impact it was going to have. The following Optimus Education CPD units were used: differentiation for catch up, Quality First Teaching, Supporting pupil well-being. Other learning subjects were: teaching children with dyslexia, formative Assessment (Shirley Clarke), metacognition and mindsets – defining learning. unpicking new EL goals, Rosenshine’s Principles in action. Colourful Semantics, Autism.



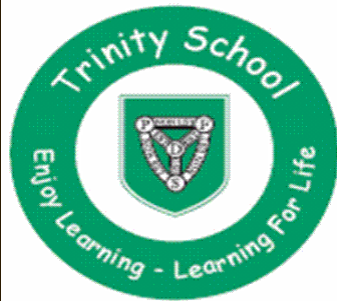
Jersey Premium Report 2021

Teaching priorities 2

Aims	Activities
To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;	<ul style="list-style-type: none"> • Release time for teachers to carry out focused action planning and progress meetings for the JP children in their class. • Half a term release for teachers to provide targeted support for individuals or groups of children within their class.
Impact	
<ul style="list-style-type: none"> • A case study and action plan document used to show the learning journey for each child and evidence for the impact of the plan, this should include some impact on PIRA, PUMA or similar benchmarks. • Please see below for PIRA, PUMA and judgement data. 	

Targeted support

Aims	Activities
<p>To raise standards and pupil outcomes.</p> <p>To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase.</p>	<ul style="list-style-type: none"> • Maths afterschool club three times a week; • Individual 1-1 reading sessions
Impact	
<p>During 2021 we tried to make every moment count and allocated our Learning Support Assistants to do individual reading at any spare period of time they had – including before school. Maths club ran 3 days a week and for a sustained period of time.</p> <p>Please see below for PIRA, PUMA and judgement data.</p>	



Jersey Premium Report 2021

Impact

The impact can be seen below in the data at the end of the school year by looking at the percentages of 'secure' and also by looking at the results of the PIRA and PUMA assessments that we carry out half termly, both in terms of the percentage achieving a standardised score of 100 and above and the progress being made.

2020/2021 comparison % of 'secure' pupils at the end of year

Reading	% secure – Jersey Premium	% secure and developing - Jersey Premium
July 2020	33%	56%
July 2021	71%	94%

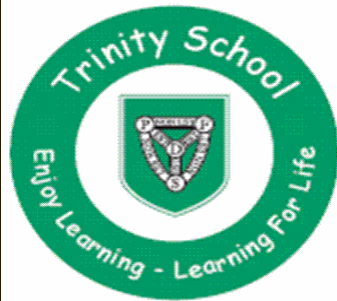
2020/2021 comparison % of 'secure' pupils at the end of year

Maths	% secure – Jersey Premium	% secure and developing - Jersey Premium
July 2020	26%	65%
July 2021	48%	81%

2020/21 comparison % of pupils eligible for Jersey premium that scored standardised score of 100+ in summer term assessment

	PIRA	PUMA
July 2020	37%	16%
July 2021	65%	50%

The data above that the outcomes for pupils who are eligible for Jersey Premium have improved significantly in the target areas of reading and maths during the period 2020-2021. In reading, 38% more children achieved secure and 28% more children achieved over 100. In maths 22% more children achieved secure and 34% scored over 100. Additionally, although the % are still not quite in line with the whole school data, the gap has shortened considerably, especially with reading.



Jersey Premium Report 2021

Other strategies priorities	
Aims	Activities
<p>To develop systems in school for supporting children’s mental health and wellbeing;</p> <p>To increase pupil awareness of their emotions and their self-regulation skills.</p>	<ul style="list-style-type: none"> • The Zones of Regulation introduced and taught across all year groups; • Zone check in resources purchased for all classes; • Zone posters and games bought. • Afterschool ELSA sessions.
Impact	
<p>A recent KS2 survey seeking pupil voice about the introduction of the Zones of Regulation showed:</p> <ul style="list-style-type: none"> • 82% of pupils liked the Zones • 80% felt the Zones had helped them learn about emotions • 89% said the Zones were useful to talk about how they are feeling • 80% had used a Zones check in at school • 80% found the strategies they had learned useful • 87% said that the Zones has helped them self-regulate • 65% said that they had used some of the strategies at home <p>A recent survey of teachers showed that:</p> <ul style="list-style-type: none"> • 87% agreed that earning about the Zones of Regulation has helped my class think and talk about emotions; • 100% agreed that the Zones of Regulation have had an impact on the number of children trying to self-regulate their emotions and behaviour; • 100% agreed that the Zones of Regulation have had an impact on the wellbeing of my class. 	