



Janvrin School Jersey Premium Action Plan 2020

Aims:

Achievement of Pupils

- To close / narrow the gap between JP pupils and non JP pupils in school.
- To provide targeted early intervention for underperforming pupils as identified through data analysis.

Quality of Teaching

- To ensure quality first-teaching for all
- Mentoring and training provision ensures Teachers and Teaching Assistants are highly skilled.
- Staff are effectively deployed throughout the school to meet the needs of the children.

Personal Development and Behaviour

- Attendance/punctuality and wellbeing of children is monitored and effective strategies are used to support any challenges.
- Support of children through family and extended context work continues to secure long-term gains in outcomes for children.
- All pupils but especially JP pupils are increasingly involved in their learning, responding to marking and feedback, aware of their own targets in learning and involved in the creation and assessment of those targets.
- That JP (and all pupils) are aware of the interventions and strategies that are available to them to support their targeted work over time.

Success Criteria:

Achievement of Pupils

- Pupils make at least expected progress
- Targeted interventions are of a high standard and outcomes show accelerated progress.

Quality of Teaching

- Teaching in our school is consistent and at least good in all areas.
- Quality teaching is provided by all staff.
- Effective deployment of staff has ensured that progress is in line with expectations.

Personal Development and Behaviour

- Targeted parental support improves the wellbeing, attendance and punctuality of pupils.
- Class teachers and TA's support learning through challenge and open questions and are skilled in encouraging children to apply their deeper levels of learning.

Leadership and Management		Leadership and Management
<ul style="list-style-type: none"> Analyse progress of children to determine and identify strategies and/or interventions to address any issues in performance. Ensure high quality interventions are delivered by skilled, well resourced, experienced staff. That interventions are supported by class teachers as well as Teaching Assistants. Identify children in receipt of JP pupils to all staff and track their progress and provision. The JP lead in the school will oversee provision and impact, reporting to Head teacher, SLT, Staff, Parents and Education Department. Be accountable for ensuring expenditure is cost effective and cost/benefit is justified. 		<ul style="list-style-type: none"> Action plan identifies provision and anticipated impact. That a cultural change will be evident in the identification and support of targets for children: class teachers to undertake this more inclusively rather than interventions being an applied, external resource. SLT carefully track progress and impact of intervention strategies. All staff have a detailed knowledge of the strategies used within the school. JP lead provides information regarding progress and impact across the range of interventions and activities offered in the school. Clear information is provided on cost and impact.
What will we do?	Why?	How will we measure the impact?
<u>1:1 Conferencing program</u> - delivered by JP Lead TA alongside class teachers. They will work with all JP children across the school across the academic year on a 1:1 or within a small group	Children's literacy and maths skills are supported so that they achieve age related expectations	<ul style="list-style-type: none"> Progress and attainment data Evidence from work scrutinies
<u>Nurture group</u> – Continue to run the Nurture group (Rainbow Room) for cohorts of children who require additional support with their emotional wellbeing.	It is crucial that we provide support for the emotional wellbeing of all children in school so that they can access their learning successfully	<ul style="list-style-type: none"> Assessments and analysis such as Boxall profiles to measure the impact on children's emotional wellbeing. Parent's pre and post Nurture group questionnaires and feedback.
<u>Family/Parent support-</u> Triple P 1:1 sessions and seminars Parentscope meetings	Parents often seek support/advice with challenges and behaviour at home	<ul style="list-style-type: none"> Feedback from parents Pre and Post Triple P questionnaires
<u>EAL support-</u> Young Interpreters program Language Awareness project in FS (Kamila Kruk)	We have a huge range of home languages in our school community and it is vital that we encourage awareness and	<ul style="list-style-type: none"> Pupil feedback – do children feel that their home language is valued? We will increase the numbers in our Young Interpreters All FS children and parents feel welcomed in the school

	support within the school	community.
<u>BR@P: continuation</u> Continue to explore the Booster reading program which supports the acquisition of good reading skills	Children's reading skills need to be supported to ensure that children in KS2 are no longer learning to read but reading to learn.	YARK assessment data
<u>Physical literacy – Activity Clubs</u> We continue to offer a wide range of after school activity clubs	We are concerned with high levels of inactivity and obesity amongst some children at Janvrin. Our understanding that increasing opportunities for children to exercise supports their emotional wellbeing and mental health as well as physical fitness.	<ul style="list-style-type: none"> Increased percentages of children accessing clubs across the school
<u>Alternative/Outdoor activities-stimulating experiences</u> WOW days and trips to the woods (Forest Friends), beaches, St Aubin's Fort, Crabbe, Scout Centre and Activity weeks	Enriching the curriculum and the way in which children learn is key to our approach at Janvrin.	<ul style="list-style-type: none"> Progress and attainment data Evidence from work scrutinies Pupil voice evidence
<u>Developing high quality Speech and Language in the Early Years - 'WellComm'</u> Children in Nursery, Reception and Year 1 benefit from screening and language intervention	High levels of speech, language and communication difficulties coming in to our Foundation Stage. It is crucial that we identify children with potential language difficulties and offer a range of customised intervention activities to help support language development and enrichment.	WellComm screening and re-screening data
<u>John Muir Award – Year 4</u> An environmental award that helps children connect with nature.	The award helps children to value and appreciate nature and encourages an awareness and responsibility for wild places. It also promotes personal	<ul style="list-style-type: none"> The children taking part in the award will bring their knowledge and experiences into school and their home life The award will help to raise self confidence in the Year 4 children

	development through outdoor experiences.	We will see more children confidently accessing activities in UKS2 on trips and on Activity weeks
<u>Music lessons with JAM</u> Groups of children to take part in learning theory and how to play a range of instruments	Opportunities to learn to play musical instruments and learn musical theory are limited for many of our children	Pre and Post intervention questionnaires for children, parents and teachers to measure the effect on self-confidence, personal development and learning