



Janvrin School - Jersey Premium Evaluation Report 2019

Jersey Premium funds awarded for 2019 -£138,070

<u>Jersey Premium Strategies</u>	<u>Cost</u>	<u>Impact</u>	<u>Next steps</u>
<p><u>Effective teaching and learning</u></p> <ul style="list-style-type: none"> • Quality feedback and conferencing • Updated Pupil Progress document for each class supported by a termly focus on key children • Planning and interventions are carefully focused on pupils' needs • Timetabled and structured CPD throughout the year for all staff • SLT monitoring programme to gain accurate and up to date picture of Teaching and 	£14,175	<p>The data from our school report shows that unlike last year, at the end of the <u>Foundation Stage</u> less JP children than non JP children achieved 'expected' or 'exceeding' in the Early Learning Goals.</p> <p>At the end of <u>KS1</u> there has been an increase year on year (since 2015) of % JP children with 2S in Reading and Writing with a slight drop in 2S in Maths this year.</p> <p>75% of JP pupils achieved 2D or above in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Foundation stage staff need to identify and support the needs of the JP children in their cohort. The WellComm speech and language resource will continue with JP targeted more widely through focus groups. We will include Reception groups for ELSA support to address PSED needs. 'In the moment' planning will help to focus staff on strengths and difficulties to ensure more targeted support. • We will continue to develop our work

<p>Learning throughout the school through weekly work scrutinies</p>		<p>At the end of <u>KS2</u> 77% JP children achieved 6D or more in Reading, 69% in Maths and 77% in Writing.</p>	<p>scrutinies further, involving advisers and colleagues from other schools. Where work scrutinies have previously involved SLT we are including all class teachers in order to widen our understanding of strengths and challenges across the school.</p> <ul style="list-style-type: none"> • We will ensure that we focus on Jersey Premium children's books regularly to ensure progress. This needs to be done more regularly rather than selecting children's books to monitor around progress. • Our Jersey Premium Lead Teaching Assistant role will evolve to include teaching 'Reading Response' in Year 2 and to continue Conferencing but with an 'in class' focus rather than a remote,
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			intervention type approach.
<u>Extended day interventions</u> <ul style="list-style-type: none"> Children given the opportunity to access after school clubs such as Choir, Talk Masters and Drama as well as Reading, Writing and Maths clubs. 	£22,185	<p>20 of the children in KS2 attending after school literacy or maths clubs are Jersey Premium.</p> <p>-Of those JP children in clubs in Y3 40% are on track for 'Secure' in reading and writing.</p> <p>-Of those JP children in clubs in Y4 33% are on track for 'Secure' in reading and writing.</p> <p>-Of those JP children in clubs in Y5 17% are on track for 'Secure' in reading and writing.</p> <p>Of those JP children in clubs in Y6 67% are on track for 'Developing' in reading and writing.</p> <p>18 Jersey Premium children are part of the school choir who meet each Tuesday after school and perform regularly.</p>	<ul style="list-style-type: none"> Develop this further with more reading, writing and maths after school teaching clubs and include a wider range of enrichment activities such as developing the drama group and including a calligraphy club. The clubs will become more targeted with class teachers trying to ensure all JP children attend where possible.
<u>MITA project</u> <ul style="list-style-type: none"> Continue to review and define the roles of 	£0	The EEF self-assessment guide focus for us this year was to look at inconsistencies in TAs working	<ul style="list-style-type: none"> There is still some work to do in 2020 as we still have some inconsistencies in

<p>Teaching assistants within the school so that we work together to ensure we use TAs effectively within classrooms</p>		<p>with a range of pupils within the class with a tendency to revert to TAs working in an isolated teaching role at times. -We wanted TAs and teachers to have more time to plan and review lessons. -We wanted to ensure that TAs fully understand their role within lessons and have a clear understanding of concepts and information being taught.</p>	<p>how children are supported by TAs across the school.</p> <ul style="list-style-type: none"> • JP Lead/SENCo to seek support and advice from our Senior advisor in order to carry out an audit of TA support at Janvrin. • We will look to reinstate a regular TA 'meeting' to focus as a team on the outcomes of the audit.
<p><u>Family/parent support</u></p> <ul style="list-style-type: none"> • Provide support, help and positive relationships for parents/carers and their children • Triple P seminars and 1:1 sessions • Free access to Breakfast and After school club • 'REAL beginnings' pre - Nursery group 	<p>£20,200</p>	<p>26% JP families supported this year by Mrs Smith and her team.</p> <p>Of those families supported- 41% no longer need ongoing support.</p> <p>16% JP families have attended Triple P parenting seminars or 1:1 support with Mrs O'Neill.</p> <p>7 Jersey Premium children have free access to breakfast and ASC.</p> <p>Jersey Premium parents who attended our REAL beginnings pre-Nursery group were very positive and said that they felt</p>	<ul style="list-style-type: none"> • Weekly meetings with Pastoral Lead, the Head teacher and SENCo to review and monitor pastoral support given to families • REAL beginnings groups offered to all new Nursery families during Spring and Summer 2020 – led by Nursery staff. This will replace our current induction process

		<p>that it helped to prepare their children more for Nursery and them as parents to get to know Nursery staff and expectations.</p> <p>Nursery staff reported that the induction into Nursery for these children was much smoother. The children and parents were less anxious and the Nursery staff felt they had a better understanding of their strengths and needs from the start.</p>	<p>of 'come and play' sessions.</p>
<p><u>EAL support</u></p> <ul style="list-style-type: none"> Engage with and develop the support provided by the EAL team, moving towards the 'in class support' model Continue to develop the 'Young Interpreters' team 	<p>£0</p>	<p>Kamila Kruk (EAL team) developed 'Language awareness' in the Foundation stage and into year 1 this year. The children were exposed to weekly stories from at least 6 different native speakers including Polish, Portuguese, Jersey French and Japanese.</p> <p>Staff were encouraged to develop and reflect on their practice to include EAL learners through Professional development in an EAL staff meeting and weekly suggestions through 'Tip of the week'</p> <p>Our data shows</p>	<ul style="list-style-type: none"> JP Lead to work alongside Clare Planner to develop the Young Interpreters team further this year. How can we ensure that we are more effective? How we support new arrivals more? Can we link up with YI teams in other schools? JP lead and Clare Planner to take advice from our new EAL support Olga Fernandes

		Clare Planner to re-launched the 'Young Interpreters' team and held bi-monthly meetings supported by Kamila Kruk.	
<u>Activity clubs – physical literacy</u> <ul style="list-style-type: none"> • Before and after school activity clubs • Springfield Saturday morning football sessions 	£8,000	36% of JP children accessed any of the activity clubs – before or after school.	<ul style="list-style-type: none"> • To continue to offer and encourage these opportunities for all ensuring that children and parents have a clear awareness of all that is on offer through our website, SIMS InTouch messages and by direct invitation by Mr Ashton and other staff.
<u>JAM music sessions</u> <ul style="list-style-type: none"> • 12 JP children had weekly lessons to learn to play either the flute or cello at the Jersey Academy of Music. 	£1,692	Children taking part in this project are more confident around school and this experience continues to affect their dispositions and attitudes to their learning and themselves as members of the school community. They have performed at JAM and at school for their parents and in front of their peers.	<ul style="list-style-type: none"> • All but 3 of the 12 children to continue this term learning the flute and cello. Three new children will take up these spare places in 2020.
<u>Conferencing and feedback</u>	£21,400	The impact of conferencing across the school using the	<ul style="list-style-type: none"> • To respond to the inconsistencies in

<ul style="list-style-type: none"> • Use 1:1 and small group conferencing as a valuable tool to target and extend learning • A continued focus on the effective use of TAs in class to support children's learning • Continue to develop how we use effective feedback for children to help make progress with their learning 		<p>1:1/small group model had an inconsistent impact this year. In each year group (1-6) around 50% JP children made at least one level progress (either E or D). The extra support of conferencing where successful for children was where the TA and teacher worked closely developing targets/activities and reviewing those regularly.</p> <p>The data from our school report shows that unlike last year, at the end of the Foundation Stage less JP children than non JP children achieved 'expected' or 'exceeding' in the Early Learning Goals.</p> <p>At the end of KS1 there has been an increase year on year (since 2015) of % JP children with 2S in Reading and Writing with a slight drop in 2S in Maths this year.</p>	<p>progress following the 1:1/small group conferencing approach we are going to develop this JP support to in class in 2020. Our JP lead TA will give in class support to JP children across the school during the mornings and some of this may include interventions at times. Where time constraints may have affected the success of communication between JP Lead TA and class teachers, it is hoped that in class support will allow this communication to benefit the progress of the JP children.</p> <ul style="list-style-type: none"> • Senior Leadership Team review feedback during regular work scrutinies with a focus on JP children and how their extra support is evidenced in their books.
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<p><u>Alternative outdoor activities</u></p> <ul style="list-style-type: none"> • On-island activity weeks for Years 5&6 (carried out in June and July 2019) • Children to access an activity out of school either linked with their topic or as part of developing broad curriculum opportunities each half term examples are visits to the beaches, woods, castles and other places such as Tamba Park, Jersey Zoo, Crabbe, Scouts Centre etc. 	£14,000	<p>The impact of this links with our wide range of Active school activities – we walk to visits wherever possible and see over 200 children taking part in one or more of our active clubs.</p> <p>Children’s topic work is enhanced by the half term visits. Our Senior adviser commented in her curriculum audit note of visit- ‘Visits to physical sites have been effectively used within the curriculum. Pupils enthusiastically mentioned, and showed the SA in their books, local visits to Jersey castles and Crabbé as examples of developing their understanding of Jersey.’</p>	<ul style="list-style-type: none"> • Continue to provide on-island Activity weeks for Years 5&6 in 2020 • To work with Absolute adventures to work towards the John Muir award with Year 4 children again and to extend this to Year 5 in Spring 2020.

<ul style="list-style-type: none"> Active school days – built in movement breaks and active breaks throughout 		<p>Jersey Premium children are funded if needed for activity weeks.</p> <p>Year 4 children achieved the John Muir award as each class worked for a week with Absolute adventures in the Spring term.</p> <p>Regular movement breaks in class often in form of ‘Just dance’ allow an energy release mid-morning or afternoon and teachers report increased focus and concentration after these breaks.</p>	
<p><u>Speech and Language developments</u></p> <ul style="list-style-type: none"> WellComm – to continue to develop and embed the use of WellComm in our Foundation Stage and Year 1 practice. Staff to use the WellComm resource to assess, monitor and develop children’s language and understanding as part of 	<p>£9,000</p>	<p>All children in Reception made progress though WellComm this year with 80% of children making 1 or 2 sections progress during the year. 12% made 3 sections progress and one child improved their score by 4 sections throughout the year.</p> <p>In Nursery only 4 children made no progress throughout the year but remained at their starting</p>	<p>Continue to use in Year 1 and to ensure all of our teachers and TAs who work in FS and KS1 have appropriate professional development around WellComm and how we use it at Janvrin.</p> <p>To buy the WellComm Primary resource to support children in KS2 for whom continue to have Speech and language difficulties</p>

<p>our Early intervention strategy</p>		<p>point. 68% made one or two sections progress, 4% made three sections and 8% made four sections progress.</p>	<p>which may be a barrier to learning.</p>
<p><u>Nurture group – Family support and wellbeing</u></p> <ul style="list-style-type: none"> • To continue to provide the Nurture group facility for those children for whom it will help support emotionally to access their learning • Lunchtime enrichment club – to help and support those who find lunchtime play a challenging experience 	<p>£29,110</p>	<p>All of the 2019 nurture group cohort (5 children) were re-integrated back into class full time by Autumn 2019.</p> <p>We developed our lunchtime provision aiming to provide a more inclusive and safe provision at lunchtime for all children. This allowed us to include an inside club for half an hour for those who want to play games, colour etc. It was a very popular resource which was accessed by many children each day. This in turn reduced the numbers of children playing outside which led to less behavioural incidents.</p> <p>September 2019 saw the introduction of hot meals at Janvrin which meant that we</p>	<p>A new cohort of children will be starting in our Nurture group from February 2020.</p> <p>We continue to reflect on and review our lunchtime provision-changing timings again this January 2020. We will review and adapt our provision every half term. We hope to include more class teachers (five have expressed an interest) in lunchtime provision to ensure consistency.</p>

		needed to change our lunchtime organisation again. This further refinement has helped us to continually review our provision of shorter sessions which continues to show a reduction in behavioural incidents and children reporting enjoying their lunchtimes more.	
<u>Caring Cooks/Flourish</u> <ul style="list-style-type: none"> • Children across the school continue to learn about food and prepare meals • The hot meals program began in September 2019 offering hot meals to all children at Janvrin from Reception to Year 6 	£0	<p>All children from Year 1-6 accessed the program this year. Feedback from children and parents was very positive. Children tried new foods and hared them at home with some children then requesting parents to help them make them again at home.</p> <p>56% JP children are currently accessing hot meals.</p>	<p>This programme will continue in both KS1 and KS2- reaching all children in 2020.</p> <p>The uptake of hot meals continues to rise and we have pledged to ensure that all JP children who want to have hot meals are aware that they can access them for free.</p>