



Janvrin School Jersey Premium Strategy 2020

£140,700 (based on £1,005 per pupil) allocated funding for the year to support 140 children (37%) at Janvrin School

<u>Aims:</u>	<u>Success Criteria:</u>
Achievement of Pupils <ul style="list-style-type: none">• 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.	Achievement of Pupils <ul style="list-style-type: none">• Pupils make at least expected progress• Targeted interventions are of a high standard and outcomes show accelerated progress.
Quality of Teaching <ul style="list-style-type: none">• 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.	Quality of Teaching <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Attendance/punctuality and wellbeing of children is monitored, and effective strategies are used to support any challenges.	Personal Development and Behaviour <ul style="list-style-type: none">• Targeted parental support improves the wellbeing, attendance and punctuality of pupils.

- 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.

Leadership and Management

- 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.

- 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

- 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.

Barrier-

- Our assessments show that fewer JP pupils in Foundation Stage achieve ‘expected’ or ‘exceeding’ in their Early learning goals than non-JP pupils at the end of Reception.

What will we do?

Continue to embed the teaching of high-quality Speech and Language in the Early Years - ‘WellComm’

Children in Nursery, Reception and Year 1 benefit from screening and language intervention.

Why?

-Our data over the last four years using WellComm at Janvrin shows that all children will make at least one section of progress during a school year.
 -This has increased yearly with 75% of Reception children leaving FS ‘green’ at their age in 2019.
 - It is crucial that we identify children with potential language difficulties and offer a range of

How will we measure the impact?

- We will use screening and rescreening data to measure progress
- By analysing baseline and Early Learning goals data
- Collate evidence through examples of ‘In the moment’ planning (This structure will help FS staff to home in and focus more closely on the needs of the focus children.)

	customised intervention activities to help support language development and enrichment.	
<p><u>Barrier-</u></p> <ul style="list-style-type: none"> Our current data and assessments show that Jersey Premium pupils are less likely than non-JP pupils to achieve 2D or above in reading at the end of Key stage 1. 		
What will we do?	Why?	How will we measure the impact?
<p><u>1. Reading Recovery and Reading Response interventions</u></p> <p>Programs of daily targeted 1:1 reading support for Year 2.</p>	<p>Children in Year 2's reading skills need to be supported to ensure that when they enter KS2 they are no longer learning to read but reading to learn.</p> <p>The Reading Recovery intervention has proved to be very successful at giving struggling readers a boost. With all children in the last three years at Janvrin being successfully discontinued having made appropriate levels of progress through the benchmarked books.</p> <p>The Reading Response intervention (although new to Janvrin) uses similar strategies and approaches to boost reading on a one to one.</p>	<ul style="list-style-type: none"> Using start and end data from the interventions Progress and attainment data will show JP pupils either just as likely or more likely to achieve 2D or more in Reading.
<p><u>2. WellComm Primary</u></p> <p>Purchase the WellComm Primary resource to compliment the support given in FS and Year 1 and extend this screening and</p>	<p>Building on the success of the use of the Early Years WellComm intervention to investigate and support potential barriers in learning to read and understand text.</p>	<ul style="list-style-type: none"> We will use screening and rescreening data to measure progress Progress and attainment data will show JP pupils either just as likely or more likely to achieve 2D or more in Reading.

intervention for Year 2 and above.		
<p><u>Barrier-</u></p> <ul style="list-style-type: none"> Our KS2 data and assessments show that our JP pupils are less likely than non-JP pupils to achieve 'Developing or above' in Y4 and Y6. 		
What will we do?	Why?	How will we measure the impact?
<p><u>1. Extended day interventions</u></p> <p>Additional teaching of reading, writing and maths during after school sessions run by class teachers.</p>	<p>A need for extra practice and reinforcement of key skills in literacy and maths has been identified for some children. Time constraints of a full and varied curriculum do not allow for this during the school day.</p> <p>Class teachers running these clubs allow for bespoke additional teaching linked to children's gaps and their current learning.</p>	<ul style="list-style-type: none"> Progress and attainment data will show JP pupils either just as likely or more likely to achieve Developing or above.
<p><u>2. JP Lead TA conferencing in classes</u></p> <p>JP Lead Teaching assistant to give targeted and monitored support to JP pupils in class in KS2, working alongside class teachers.</p>	<p>The evaluation of 2019 Conferencing support which was carried out remotely- out of class, demonstrated inconsistencies in its success. Therefore, by moving the targeted support into class it enables this support to be more relevant in the context of the lesson. It also allows for closer collaboration between the class teacher and teaching assistant.</p>	<ul style="list-style-type: none"> Progress and attainment data will show JP pupils either just as likely or more likely to achieve Developing or above.
<p><u>Barrier</u></p> <ul style="list-style-type: none"> On entry Baseline Nursery data shows low levels in Communication and language and Personal, Social and Emotional Development. 		
What will we do?	Why?	How will we measure the impact?
<p><u>REAL beginnings</u></p> <p>A program that works with parents and children based on developing early literacy skills,</p>	<p>The evaluation of the 2018 and 2019 trial REAL beginnings programs highlighted firstly a smoother induction for children and their families into Nursery.</p>	<ul style="list-style-type: none"> On entry baseline data Parent questionnaires WellComm screening data- carried out as part of REAL beginnings in Summer 2020 and then re-screening during Autumn 2020.

<p>social and emotional development and building relationships to support parental engagement and successful transition into Nursery.</p>	<p>This resulted in the children settling in more confidently due to familiarity with staff and setting and successful links with established relationships with their parents. Secondly, we want to build on the early literacy skills introduced to parents and children in these sessions.</p>	
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Barrier

- Challenges at lunchtime around behaviour and socialisation can have a negative effect on wellbeing and dispositions of learners.

What will we do?	Why?	How will we measure the impact?
<p><u>Lunchtime Nurture group provision</u></p> <p>Opportunities to be supported at lunchtime by Nurture group staff in the Rainbow Room area</p>	<p>It is crucial that we support children’s emotional wellbeing to allow for successful access to learning. Challenges at lunchtime around socialisation can cause a barrier to this and can lead to regularly disrupted afternoon learning experiences unpicking challenging lunchtimes.</p> <p>Children who have accessed this support only need it on a short-term basis and will often only return to check in.</p> <p>There has been a reduction in lunchtime behaviour incidents recorded since setting up this provision.</p>	<ul style="list-style-type: none"> • Data from the Nurture group team recording and monitoring access to this provision • Pupil feedback • Continued reduction in lunchtime behaviour incidents recorded

Barrier

- Observations and pupil discussions tell us that lack of confidence in personal development and poor learning dispositions can be a barrier to making progress for JP children.

What will we do?	Why?	How will we measure the impact?
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<p><u>1.Nurture group</u></p> <p>Continue to run the nurture group for cohorts of children who require additional support with their emotional wellbeing</p>	<p>It is crucial that we can explore and facilitate the support of children's emotional wellbeing as this can be one of the biggest barriers to accessing learning and making progress.</p> <p>Previous Nurture group children have either successfully re-integrated back into their classes fulltime or moved to a more appropriate alternative provision.</p>	<ul style="list-style-type: none"> • Boxall profile data • Parents pre and post nurture group questionnaires and feedback • Pupil feedback
<p><u>2.Outdoor activities/Stimulating experiences</u></p> <p>WOW experiences and trips linked to Topic learning, Forest Friends and residential trips</p>	<p>Enriching the curriculum and ensuring that all children have access to a balanced curriculum that links with the culture of Jersey.</p> <p>Encouraging opportunities for all pupils to explore personal development and confidence by challenging themselves.</p>	<ul style="list-style-type: none"> • Progress and attainment data • Evidence from work scrutinies of topic books • Pupil feedback
<p><u>3.Music lessons with JAM</u></p> <p>A group of 12 children have weekly music lessons where they learn to play either the cello or the flute.</p>	<p>Opportunities to learn music theory and learn to play an instrument are limited for our JP children.</p>	<ul style="list-style-type: none"> • Parent and pupil feedback
<p><u>4. John Muir Award</u></p> <p>Years 4&5 will take part in week long environmental activities that culminate in an award.</p>	<p>Taking part in this experience helps children to value and appreciate nature and our environment. It encourages taking responsibility and raising awareness about wild places-promoting personal development through outdoor experiences.</p>	<ul style="list-style-type: none"> • Pre and post award questionnaires for children, teachers and parents to measure the effect on self-confidence, personal development and learning.