



Janvrin School Jersey Premium Action Plan 2017-2018

<p><u>Aims:</u></p> <p>Achievement of Pupils</p> <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. <p>Quality of Teaching</p> <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. <p>Personal Development and Behaviour</p> <ul style="list-style-type: none"> 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. 	<p><u>Success Criteria:</u></p> <p>Achievement of Pupils</p> <ul style="list-style-type: none"> Pupils make at least expected progress Targeted interventions are of a high standard and outcomes show accelerated progress. <p>Quality of Teaching</p> <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. <p>Personal Development and Behaviour</p> <ul style="list-style-type: none"> 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.
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<p>Leadership and Management</p> <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. Appoint a new JP lead in the school to 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. 	<p>Leadership and Management</p> <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.
<p>Jersey Premium Strategies</p>	<p>Actions</p>
<p>Effective teaching and learning</p>	<ul style="list-style-type: none"> Quality feedback and conferencing: targeted children on agreed and set timetables. To be undertaken by class teacher or MITA TA's. Use of Conferencing records. Class teachers to ensure that planning and interventions are carefully focussed on pupil's needs, especially JP (and SEN); to ensure that all TA's have this information; to ensure that there are systematic opportunities for TA's and class teachers to be briefed and de-briefed before and after working with children (or groups of children). Timetabled and structured CPD for all staff throughout the year where researched and up to date interventions and approaches can be reviewed and assessed for appropriateness for children's needs. From this to establish approaches to access this within the school and assess their impact over time. SLT monitoring programme used to gain an accurate and up-to-date picture of teaching and learning in class. Review and development of Assessment, Feedback and marking policies: development to ensure that it reflects formative approaches and includes growth mind set inclusion, and develops meta-cognition. To establish regular INSET and coaching for staff and SLT to monitor its practice and effect.
<p>Extended day interventions</p>	<ul style="list-style-type: none"> To identify pupils and groups of pupils across the school where opportunities to re-teach/practice taught skills can be undertaken; to pre-teach lessons for children who would benefit from this (especially EAL/JP) and to extend some learning opportunities e.g. Art group, Forest School, Portuguese/Polish

	<p>speaking groups; cooking/food prep etc. This could take place before, after school or in lunch times.</p> <ul style="list-style-type: none"> • To structure this around the existing Breakfast and After School Clubs so that children who already access this can access the extended teaching; for JP pupils that don't to ensure that they access this using JP funding. • To extend TA contracts to accommodate this structure. • To offer temporary SA1 payments to class teachers who take on this responsibility for an agreed period of time, over and above their current contractual obligations and T&C's. • Focussed coordination with Sue Smith (Pastoral lead) to link with parents where appropriate.
MITA project – CPD	<ul style="list-style-type: none"> • Reviewing and defining the roles of Teaching Assistants within our school – producing school policy and procedures/expectations around appropriate use of TA's in school, including pedagogical and non-pedagogical roles. • Continued coaching required supporting TA's interaction with pupils in a way that supports their learning. • Coaching required for Teachers on effective use of TA's in the classroom with a focus on Teachers taking more responsibility for working with pupils with SEN to avoid TA's becoming the primary educators for those pupils with the highest level of need.
Family/Parent support	<ul style="list-style-type: none"> • Provide support, help and positive relationships for parents/carers and their children. Empower parents, encourage effective parenting and promote involvement in their children's learning. • Provide high quality information and advice to help them make the best possible decisions.
EAL – Inclusive and Intensive support	<ul style="list-style-type: none"> • EAL lead + JC+ central team – focus on foundation stages conversational and basic communication needs in class. Provide support for both pupils and parents settling into a new school. • Intensive support provided Yrs. 5 and 6 new pupils (pilot JP/EAL programme) • Support pupils with their learning by: <ol style="list-style-type: none"> 1. pre-teaching key vocabulary before a lesson (links with extended day provision) 2. finding appropriate visuals to help EAL learners access the lesson 3. observing EAL learners to feed into teacher's assessment and

	<p>planning</p> <p>4. providing language models for EAL learners</p> <ul style="list-style-type: none"> • facilitating group work in class – ‘Young Interpreters’ and learners who can provide good models of English • contributing towards planning • giving EAL learners an opportunity to rehearse an answer to a question privately before speaking in front of the class • role playing with the pupil to show what the expectations of a task are.
BR@P: continuation	<ul style="list-style-type: none"> • Class teachers and TA’s to undertake YARK assessments of all JP children within the year and from this to identify benchmark points prior to intervention. • Ensure that all JP children have a structured, timetabled opportunity to undertake BR@P throughout the year: class teachers to prioritise this. • Analyse impact of intervention on each pupil. Establish long term monitoring on long term impact.
Physical literacy – Activity Clubs	<p>Steve Ashton to continue work developing opportunities for increased participation with focus on JP pupils. These activities will be available before and after school and also reflected in the structure and expansion of his ‘school teams’ and the variety of sports available.</p> <p>This will help secure:</p> <ol style="list-style-type: none"> 1. development of physical competence 2. confident participation in a wide variety of purposeful physical pursuits 3. effective interaction in a wide variety of situations and environments 4. development of confidence and self-esteem 5. sensitive interaction with others 6. knowledge and understanding of the importance of physical activity in maintaining health 7. commitment to participate in a range of purposeful physical pursuits 8. ability to reflect realistically on personal strengths and to select appropriate, purposeful physical pursuits in which to take part 9. appreciation of the value of purposeful physical pursuits in their potential to enhance the quality of life
Conferencing and Feedback	<ul style="list-style-type: none"> • Securing the process of conferencing; class teacher and TA coaching/INSET on this and documentation produced to clarify. • To monitor, review and evaluate the impact of this throughout the year on targeted children.

Alternative/Outdoor activities- stimulating experiences (Activity week)	<ul style="list-style-type: none"> • To further develop the on-island activity weeks for UKS2 children: to promote interaction and knowledge of the island to children who may have little experience of this. To further promote the activities and sports that can be undertaken on the island and how to access these (links with 'Physical literacy'). • To provide all class teachers with a programme of activities available throughout the year, lead and coordinated by Pure Adventure, Absolute Adventure teams and school staff. Teachers and staff to develop this as part of developing broad curriculum opportunities. • To focus on FS classes: to provide early intervention links to support lower PSED, knowledge of the world assessments and low S&L levels: by providing stimulating activities to encourage deeper levels of understanding, talking and engagement. • To evaluate the impact of these activities and opportunities on individual and specific groups of children (including JP) across the school: to identify next developments from this.
Speech and Language developments- 'WellComm'	<ul style="list-style-type: none"> • To secure the implementation of WellComm in FS; to collate and assess impact over the year and identify priority needs to SENCo and S&L. • To extend the programme into Year 1 and beyond as part of JP interventions available to staff. • To provide INSET/coaching for staff to complete this effectively.
Nurture group-Family support and wellbeing	<ul style="list-style-type: none"> • To secure the current practice and provision from the Nurture group staff: ensure that assessments and analysis are complete and feedback into class teacher planning or anticipation/responses/support of individual children. • To further develop the roles and interventions for TA's supporting children transitioning into classes. • To further develop links with ED/EP in line with Parentscope support.

Other ideas	
School Meals (Caring Cooks)	This is being reviewed Aut/Spring terms along with Nick Jewell (ED).

Anticipated costs and allocation of resources:

Janvrin School's anticipated Jersey Premium budget for 2018 is £117,280.

As some of the interventions and resources are already established in the school from last year, we are intending to use this budget to further develop some of the established interventions and introduce new ones.

Of the areas identified above, we would prioritise the following areas for specific Jersey Premium budget allocation:

Strategy	Budget allocation
Alternative/Outdoor activities	£15,000
Extended day interventions	£30,000
Nurture group/Family support	£20,000
BR@P: continuation	£20,000
Conferencing	£20,000
Communication and Language (including EAL)	£10,000