



Janvrin School

Jersey Premium Strategy 2023

School overview

Detail	Data
School name	Janvrin
Number of pupils in school	350
Proportion (%) of Jersey Premium eligible pupils	42%
Academic year/years that our current Jersey Premium strategy plan covers	2022-23 2023-24
Date this statement was published	01/02/2023
Date on which it will be reviewed	July 2023/ December 2023
Statement authorised by	Iain George
Jersey Premium lead	Elaine George

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£202,000
Total budget for this academic year	£202,000

Part A: Jersey Premium strategy plan

Statement of intent

Our aim at Janvrin School this year is to continue to align levels of achievement in reading, writing and maths between JP and non-JP children both within the school and in comparison to all Island's school averages.

In past years we have committed funding to provide additional teaching and tutoring to targeted pupils and year groups. This strategy was centrally supported and budgeted by CYPES allowing us to allocate funding in different areas; however, budgets for this year are reduced and we are allocating funding from the JP budget to support the on-going Tutoring provision. This strategy is based upon the data and dispositional evidence of the positive impact on the majority of children's learning and progress who have accessed this resource.

It is clear from our data that, as children progress through the school, Janvrin's JP children achieve higher than Island averages and reflect on-going progress towards higher levels of achievement for 'D' and 'S' assessments. In some areas of the curriculum, JP children achieve higher than non-JP children, especially in writing. It is important that we continue to embed successful strategies as well as develop our focus on mental health support, wellbeing, punctuality and attendance and family support. This is now an established 'culture' and approach in the school and part of its success may be due to its continuity and consistency.

The school is also committed to providing greater capacity for teaching and support staffing roles throughout the school in order to provide consistency and continuity in children's school experiences and learning. This includes coaching and mentoring staff throughout the year by senior leaders. This is being further secured this year with the appointment of 2 Assistant Heads and potentially to promote these roles to Deputy Headships (non-class teaching roles) in the Autumn term of 2023.

These internal appointments will provide direct and on-going coaching, mentoring and support for all roles across the school and provide reliable and excellent teaching where staff absences occur.

Our work in Foundation Stage continues to develop and it is recognised that, at this point in its development, more focus is needed on the resources and equipment for both inside and outdoor learning. We believe that quality and well designated resources will have the most impact on the children (especially where there may have been limited access to play and resources prior to attending school) so considerable investment is needed on this area.

Janvrin is spearheading a Government focus on children who have English as an Additional Language (EAL) or are Multi-Lingual Learner (MLL). Direct and regular support for these children is crucial to their growing progress and access of the curriculum. To this end resources will be made available to the key worker and MLL lead, including reading books for the Library, licences to on-line books (that provide translations or reading in home languages) and an initial uptake on 'Oracy 21': a scheme to support the embedding of key vocabulary and literacy.

We continue to roll out our laptop provision for all Year 2 pupils to access and own throughout their Primary careers.

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium funding.

Challenge number	Detail of challenge
1	Social, emotional mental health concerns and support
2	Access to quality resources and experiences (including local/cultural experiences)
3	EAL/MLL support
4	Consistency in quality of teaching and learning for all pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 Our aim at Janvrin School this year is to continue to align levels of achievement in reading, writing and maths between JP and non-JP children both within the school and in comparison to all Island's school averages.	That our centralised assessment data reflects on-going progress and higher levels of achievement.
2 JP children will have access to the best quality resources available to the school to enhance their learning experiences.	The levels of progress made by pupils in EYFS continues on an upward curve, especially in dispositional and social development. Access and use of laptops throughout Y2-6 is integral to pupils' learning and further developments of at home learning and study are continued.
3 That JP children's self-esteem and wellbeing needs are met as effectively as possible, either through on-going internal support or signposted external support as needed.	Progress in social and emotional welfare, and its proxy influence on academic achievement are evident for children who access this support by the end of the academic year.
4 EAL and MLL JP children make advanced progress in their social integration into school and their access to the curriculum with increasing rapidity.	That our centralised assessment data reflects on-going progress and higher levels of achievement.

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase laptops for each child with a secure shared ownership agreement between parents and school, which ensures that children have full and unique access to a reliable laptop device provided by school. The laptop will be provisioned to ensure access to Google Classroom and year group specific activities throughout the year.</p> <p>This also impacts on how teachers teach and offers the opportunities for them to develop their quality teaching approaches.</p>	<p>Over the last 2 years we have observed both in planning and practice how children are accessing the laptops as a resource to support their learning within the classrooms and outside of school.</p> <p>The older children are able to make decisions as to whether to use the laptops or not to support a particular activity.</p> <p>Home study and learning has also increased in terms of efficient monitoring, completion, formative feedback and parental support.</p> <p>The children's practical access to the laptops means they are fluent in accessing the resources available and these are accessed safely and appropriately for the vast majority of the time.</p> <p>The laptops have also facilitated support for our MLL children and offers opportunities to demonstrate their learning or access lessons in languages which are relevant to their strengths and current developmental needs.</p> <p>We have had very few damaged or 'lost' laptops over the last 2 years which perhaps reflects the respect children and parents have for this resource.</p> <p>Observed lessons show that this is now an established resource and part of the school's culture.</p>	2;3;4
<p>Oracy 21 project: The school is committed to joining the second cohort of the Oracy 21 project to</p>	<p>This is a centrally driven and supported resource which includes licensing commitments and regular</p>	4

<p>target not only MLL children’s vocabulary and spoken language development, but to establish this throughout the school for all children.</p> <p>An aspect of the potential success for this project will be around the school’s ability to provide CPD, monitoring and coaching for staff and will therefore need release time for staff to undertake this.</p>	<p>CPD opportunities for all staff.</p>	
<p>Development of Nurture Group staffing:</p> <p>The employment from January 2023 of a new member of staff in the Pastoral Team to lead the developments in the Nurture Group and through this, release some of the current staff to support children directly in class with SEMH and transition interventions.</p> <p>This needs on-going support and monitoring throughout the year and further forward for a child, depending on their needs and context at any given time. Therefore, it is essential that staffing has as much capacity to respond to these needs at any given point.</p>	<p>The effective on-going support of children’s mental health, attachment and social development is fundamental to their intellectual and academic progress, self-esteem and life chances.</p> <p>Children who have been supported through the Nurture Group (and their families) have made significant progress in either their academic progress, dispositional and emotional development or both.</p> <p>This is evidenced by the number of children who presented with significant SEMH needs early on in their Primary careers who now no longer need any support and make good progress (or are signposted fir further intervention and agencies).</p>	<p>1</p>
<p>Increased opportunities for creative development and output for pupils:</p> <p>We have extended the contracted hours of our music teacher (specialist) Mrs Rebecca Lawrence. This enables her to work with identified small groups of children or 1-1 as needed in instrumental or musical responses and instrumental access. Her work also includes the development of 2 choirs who rehearse each week and ensuring that they access regular opportunities to perform publicly and outside of the school. This is outside of her curriculum teaching time.</p> <p>We are also providing additional financial support to a musical project we are initiating this year for 19 children to undertake 1-1 instrumental tuition on a range of orchestral and keyboard instruments with teaching provided by Jersey Academy teachers and the bulk of funding coming from Music in Action (MIA) charity.</p>	<p>The vast majority children who have undertaken extra-curricular music opportunities have shown, in the long term, increased improvements in their learning dispositions: better resilience and commitment to task, positive collegiate and cooperative behaviours with peers and staff and generally happier and more confident dispositions.</p> <p>This developments are ‘infectious’ and have encouraged more and more children to participate in choirs, instrumental learning or other areas of creativity.</p>	<p>1;2;3</p>

<p>This has been particularly supportive of children who are MLL or new to the school as language is not a barrier to their participation (the choir learn songs in a number of languages).</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring programme: The school will continue to focus on 1-1 direct teaching opportunities each term for identified children, with KS1 children being prioritised for this intervention. These lessons need to be undertaken at least 2x per week to be effective in terms of progress for the child. We want to develop these opportunities now for children who need targeted maths support.</p>	<p>Children who have regularly accessed this intervention have demonstrated increased progress in their retention and application of synthetic phonics and their movement up through the RWI groups. This is also evidenced in their books especially in their writing: increased quantity and quality of work shows increased confidence for the children. Parental feedback and commitment reflects the shared views with staff of how this is impacting positively on the children. Staff commitment to this programme is strong.</p>	<p>2; 3; 4</p>
<p>Enrichment Curriculum: To appoint and secure an 'Enrichment' subject lead to develop and expand children's experiential knowledge of their Island community, culture and heritage and relate this to their more abstract learning in school. All pupils from Nursery-Y6 will have targeted and timetabled out of school 'visits' and activities that will relate closely to their current planning and curriculum. This will include for example certified accreditation of Environmental work through the John Muir Award (Yrs. 4-</p>	<p>The experiential work and visits has shown to improve the quality of work that children can subsequently produce from their visits and trips. For MLL children this enhances their increased knowledge of Jersey, it's history and their place in their community.</p>	<p>1; 2; 3; 4</p>

5), as well as Forest Friends for FS children.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide children (and parents) with timely interventions and support against well-being and mental health issues across the school. This includes Nurture Group interventions, ELSA support and strategies, Decider Skill groups; Zones of regulation groups; LEGO groups; music therapy well-being and mental health support strategies, parenting support, and intensive 1-1 teaching. This will ensure that children are able to access their learning and social development as effectively as possible by developing self-regulation strategies and an openness to support. By doing this to increase the child's well-being and self-esteem and access to classroom learning and Inclusion.</p> <p>To assess and clarify children who will access the Nurture group and sustained teaching and support of children in these facilities. 2x ELSA TA's supporting children on timetabled basis throughout each term; social support intervention strategies (especially for lunchtimes) for targeted groups of children for</p>	<p>Our Boxall assessments and reviews have shown significant improvement in children's SEMH issues with targeted and long-term support (as needed).</p> <p>Where we have worked with parents and families we have been able to secure either profound genuine engagement on behalf of the child, or effective signposting to other agencies.</p> <p>The results of this are that the vast majority of children are then able to access their classroom, their work their social development with increasing success and confidence.</p> <p>Incidents of short-term suspensions from school have greatly reduced over the last 3 years and these incidents are relatively rare now.</p>	1; 2; 3; 4

set periods of time. Triple-P and Theraplay support for parents where support needs have been identified.		
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Total budgeted cost: £209,000

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2020 to 2021 academic year.

The vast majority of children in Reception were assessed as 'Achieving' in all areas of the 'Early Learning Goals' by the end of the academic year.

In Year 2, at the end of the academic year, our Jersey Premium children were assessed as broadly in line with levels of 'Secure' achievement in Maths and Reading with all Government Mainstream schools. However, in Writing, Janvrin JP pupils' levels of achievement were significantly higher than all Government Mainstream schools.

By Year 4, our JP pupils achieve 'Secure' in Reading, Writing and Maths at %'s far higher than all Government Mainstream schools (60%).

This is replicated in our Year 6 data which shows increased %'s of 'Secure' achievement for JP pupils (65-75% compared to 31-49% for Government mainstream schools).

We feel this reflects the impact that our strategies have on the cumulative, long-term achievement levels for JP pupils and that the establishment of a cultural context for our strategies is essential to this success i.e. well-being, mental health, family support, high-quality resources and teaching, Tutoring support etc, have the best impact when they are sustained not only throughout the whole school but continued over the academic years.

What other feedback have you had on your plan or activities?

We have received positive and encouraging responses from parents about the resources (both practical and through teaching) that their children have accessed and the differences this has made to the children's general dispositions, self-esteem and enjoyment of school.

We have also received very encouraging responses from Marc Rowlands (JP Advisor for Jersey) about the approaches we are taking and need to sustain.

Further information (optional)

It is our intention to continue with the foundation of approaches we have established over the last few years but to review and integrate important 'single' strategies into this broader approach e.g. this year we are introducing 'Oracy 21' as a single intervention. From this we are intending for our approaches and support to 'evolve' organically over the next few years rather than try and adapt drastic changes and pedagogical shifts.

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](https://www.gov.je/education/learning-and-teaching/learning-and-teaching-strategies/learning-and-teaching-strategies-2022-23/learning-and-teaching-strategies-2022-23)