

# Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

## School overview

Detail	Data
School name	La Moye Primary
Number of pupils in school	352
Proportion (%) of Jersey Premium eligible pupils	20%
Year that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	John Baudains
Jersey Premium Lead	Lawrence Gibaut

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 115,000

# Part A: Jersey Premium strategy plan

## Statement of intent

We strive to enable all our disadvantaged children to achieve at least as well as their non-disadvantaged peers. This strategy aims to outline the evidence-based approaches we have identified as suitable to best support our disadvantaged children.

Ultimately, we see our students for the potential they have and not for the disadvantage they likely face. We believe that a robust Jersey Premium Strategy is rooted in a relentless drive to provide the best access to quality teaching and learning for all our children, but especially our most vulnerable. Ensuring all children have regular, high quality universal teaching must be the central objective of any JP strategy and will help ensure that our JP children make the progress they deserve.

For those children who are not making good progress, school will strive to provide the right support at the right time, in the right way. Quality assessment and understanding of which children need support and in what way will help staff provide evidence based targeted and individual support for all our students, but especially our vulnerable.

In addition, an understanding of our disadvantaged children's experiences is key - as is ensuring that we make meaningful adaptations to the curriculum and support all our children when and where necessary.

We provide opportunities for regular engagement with our parents. Being a parent can be a difficult role, so we endeavour to work together with parents to help support their children's learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some children start school (sometimes significantly) below their peers in all areas of learning. They sometimes lack the basic skills in the core subjects which enable them to make progress across the curriculum. This is especially true with some children's speaking and listening skills.
2	Enthusiasm and achievement in reading and writing. Not all children are engaged in literacy enough to be able to learn effectively.
3	Not all children make the good or outstanding progress they are capable of.
4	Considerable gap between income, housing, and experiences between the minority of PP children and their more advantaged peers. This is exacerbated by the current cost of living and housing crisis and impacts many low-income families' experiences, circumstances and their children's ability to focus on learning.

5	Other types of need: a growing proportion of the school's cohort have additional needs which need identification and often need meeting through more than the school's universal offer.
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## 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
Vast majority of pupils eligible for JP at the end of EYFS will achieve the expected standard or exceed it for speaking and listening.	Pupil data from the end of EYFS will show at least 80% of pupils eligible for JP achieving age related expectation or exceeding for speaking and listening.
Vast majority of pupils eligible for JP at the end of KS1 will have successfully completed the Read Write Inc Phonics intervention and will have evidentially gained the necessary basic skills in writing and maths to ensure they are able to make progress across the curriculum.	<p>Pupil data for RWI shows at least 80% of JP children completed the RWI intervention.</p> <p>For 90% of JP chn to be making good or outstanding progress from their starting points in EYFS and for all pupil progress data (including progress trackers, AfL meeting minutes &amp; pupil progress meeting minutes) to show all JP children successfully developing their skills at Y2 and school staff to be forensic in planning and teaching the necessary next steps for these children to continue to make progress in KS2.</p>
For the attainment gap between JP and non-JP learners to continue to decrease across school in reading, writing and maths.	Attainment levels to show a gap no wider than 10% in core subjects in EYFS, Y2 and Y6.
Pupils eligible for JP achievement in wider curriculum subjects is in line with pupils not eligible for JP and cultural capital is developed and sustained.	All forms of monitoring of curriculum show the pupils eligible for JP perform broadly in line with non-JP children. JP Pupil voice demonstrates children have an appropriately wide understanding of the world around them. Planning shows a rich, varied and inclusive curriculum relevant to all learners, but especially JP.
All students, including JP pupils can increasingly self-regulate, manage their emotions and understand good mental health.	Incidents of dysregulation are rare. Pupil voice, behaviour logs and other types of monitoring demonstrates good knowledge of school's approach to teaching of regulation, nurture approach and the principles of the mental health strategy.

<p>Staff feel empowered and have the skills, knowledge, and tools to enable teaching to be good or outstanding.</p>	<p>All types of monitoring demonstrate good teaching over time. Staff questionnaires, CPD logs and PRAs demonstrate effective and appropriate levels of training, coaching and mentoring.</p>
<p>All children, but especially JP learners have a good understanding of themselves as learners and what they need to improve their learning in each subject.</p>	<p>All monitoring, but especially pupil voice, show children's deeper understanding in most subjects. Most children are able to communicate appropriate next steps for their learning.</p>

## 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: £ [70,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the whole the JP strategy/intent is intrinsically linked to other whole school improvement i.e. SEF, SIP CPD Curriculum.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>Education</p>	<p>all</p>
<p>Investment in RWI and 'Fresh Start' – systematic teaching of phonics.</p>	<p><a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xb_viihb.pdf">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xb_viihb.pdf</a></p>	<p>all</p>
<p>For the school to implement an extensive, joined up and robust CPD curriculum which sees all staff as learners and recognises they often require different aspects of CPD to progress their practice. For this CPD policy to embed the principles of all staff being responsible and accountable for their own professional progression and CPD journey.</p> <p>For this CPD curriculum to involve various form of monitoring and support. For these to include bespoke and regular coaching cycles, AfL cycles, PPM and PRA meetings.</p>	<p><a href="https://www.sla.org.uk/cpd-library">https://www.sla.org.uk/cpd-library</a></p> <p>Mary Myatt and John Tomsett (Curriculum Huh training 2022), The CPD Curriculum (Enser and Enser, 2021), Leverage Leadership 2.0 (Paul Bambrick-Santoyo 2018)</p> <p><a href="http://www.inspiringleaderstoday.com/ILTMaterials/LEVEL2_SSE-v4.0-2014_08_22-11_16/school-self-evaluation/sse-s4/sse-s4-t2.html">http://www.inspiringleaderstoday.com/ILTMaterials/LEVEL2_SSE-v4.0-2014_08_22-11_16/school-self-evaluation/sse-s4/sse-s4-t2.html</a></p>	<p>all</p>
<p>EYFS to ensure that communication and language remain a focus and for all staff to be aware of the principles of good speech and language assimilation. The principles of Voice 21 are used across the curriculum including effective talk tactics,</p>	<p><a href="https://voice21.org/">https://voice21.org/</a></p> <p><a href="https://www.glassessment.co.uk/assessments/products/wellcomm/">https://www.glassessment.co.uk/assessments/products/wellcomm/</a></p>	<p>all</p>

reference to the oracy framework. To enable children to acquire skills and knowledge through effective communication.		
To continue to develop a La Moye curriculum which based on the Jersey curriculum is rich, varied, inclusive and strategically planned curriculum, including the Hampshire approach to the use of quality 'text drivers' for writing units.	<a href="https://english.hias.hants.gov.uk/">https://english.hias.hants.gov.uk/</a>	all
Principles of Karen Wilding approach to number sense in maths to be used across school to provide younger pupils with a secure understanding of number on which to build their skills throughout the curriculum and for older children to be able to 'fill the gaps' in their maths knowledge and skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a>	all

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [20,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 Read, Write, Inc interventions	<a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a>	1,2,3,
Quality in class shared and guided reading writing support.	<a href="https://english.hias.hants.gov.uk/course/index.php?categoryid=293">https://english.hias.hants.gov.uk/course/index.php?categoryid=293</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interve">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interve</a>	2,3,5

<p>Other recognised interventions recommended by external professionals such as EP, OT and SALT to be assessed &amp; delivered by trained TAs overseen by class teacher, SENCo and Inclusion Lead</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interve">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interve</a></p>	<p>1,2,5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [15,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed emotional regulation across school with clear wellbeing and mental health strategies for adults and children.</p>	<p><a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a></p> <p><a href="https://www.annafreud.org/">https://www.annafreud.org/</a></p>	<p>all</p>
<p>Embed new Positive Behaviour Strategy across school based on the principles of trauma informed practice across school in line with nurture principles.</p>	<p><a href="https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice">https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice</a></p>	<p>all</p>
<p>To continue to provide ELSA interventions for children who need more targeted support with their emotional regulation.</p>	<p><a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p>	<p>all</p>
<p>To ensure families of vulnerable children are included in the 'team around their child'. The inclusion team (including a dedicated Pastoral Lead) to participate and lead early intervention planning, delivery, and evaluation.</p>	<p><a href="https://www.eif.org.uk/">https://www.eif.org.uk/</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/681232/20in%20Education%2020231025DP.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/681232/20in%20Education%2020231025DP.pdf</a></p>	<p>4,5</p>

<p>To ensure all children have opportunities of meaningful learning experiences – through trips, clubs and/or outdoor learning.</p>	<p><a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p>	<p>1,4 &amp; 5</p>
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# 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 2024.

Intended outcome	Success criteria	Evidence against intended objective
Vast majority of pupils eligible for JP at the end of EYFS will achieve expected or exceeding for speaking and listening.	Pupil data from the end of EYFS will show at least 80% of pupils eligible for JP achieving age related expectation or exceeding for speaking and listening.	In 2024 78% of JP children achieved their ELG in Listening, Attention and Understanding and 56% of JP children achieved ELG for Speaking.
For the attainment gap between JP and non-JP learners to continue to decrease across school in reading, writing and maths.	Attainment levels to show a gap no wider than 10% in core subjects in EYFS, Y2 and Y6.	<p><u>EYFS 2024 Attained ELG:</u>            Number: 56% JP 68% non-JP            Word Read: 56% JP 71% non-JP            Writing: 56% JP 64% non-JP</p> <p><u>KS1 2023 Achieved Age Related Exp</u>            Maths: 75% JP 78% non-JP            Reading: 75% JP 90% non-JP            Writing: 75% JP 78% non-JP</p> <p><u>KS2 2023 Achieved Age Related Exp</u>            Maths: 25% JP 52% non-JP            Reading: 38% JP 90% non-JP            Writing: 25% JP 71% non-JP</p>
Pupils eligible for JP achievement in wider curriculum subjects is in line with pupils not eligible for JP and cultural capital is developed and sustained.	JP Pupil voice demonstrates children have an appropriately wide understanding of the world around them. Planning shows a rich, varied and inclusive curriculum relevant to all learners, but especially JP.	<p>As part of its regular monitoring cycle, the school has carried out deep dives in PE, PSHE, Maths and English as well as an inclusion deep dive across the curriculum. The deep dive looks at teacher, children's work and children's voice.</p> <p><u>Strengths</u></p> <p>The children's behaviour, respect, engagement in learning across the school was very strong. Children were open to new ideas, and ready to think clearly. Children's voice comes through strongly, where <b>discussions were allowed to deepen, there was good application of oracy</b>. Relationships with all staff were strong throughout the school. The environment, pitch, teaching and progression was effective overall. (PSHE deep dive Nov 24)</p> <p>There was much adult led support for children, including some excellent practice for our most vulnerable. There was evidence of significant adaptations in some lessons. (Inclusion deep dive March 24)</p> <p>The school's curriculum covers the expectation of the Jersey Curriculum in terms of breadth and balance effectively. Children have a rich range of PE offers throughout the school, and it is high profile. PE lessons are engaging and inclusive, and children demonstrated strong skills and evidence of learning over time. (PE Deep Dive June 24)</p>

		<p>Pupil's attitudes towards writing were generally very good particularly in their stamina and presentation. Quality texts were at the heart of many of the children's responses. In the strongest lessons, there was evidence of meaningful adaptations and quality feedback to children (Writing Deep Dive Oct 24)</p> <p><u>Areas for Development:</u></p> <p>Making even better use of the hooks [engaging cross curricular texts] and the oppos to develop vocabulary. (Writing Deep Dive 2024)</p> <p>Continue to develop the use of oracy and deepen discussions- allow children to challenge each other, or build on ideas, rather than using teacher to pupil to teacher patterns. (PSHE Deep Dive Nov 24)</p> <p>There is a Need to clarify how the seven steps lesson design can work alongside the text driven approach being mindful of cognitive load for the children (Writing Deep Dive Oct 24)</p>
Pupils can increasingly self-regulate, manage their emotions and understand good mental health.	Incidents of dysregulation are rare. Pupil voice, behaviour logs and other types of monitoring demonstrates good knowledge of school's approach to teaching of regulation, nurture approach and the principles of the mental health strategy.	<p>JP Pupil Voice collected during the Inclusion Deep Dive noted that children are recognise different emotions and that this was normal. Likewise, most JP children could articulate what to do when their emotions change. Most children were able to explain how others' emotions can change and what we can all do to support each other.</p> <p>In the same deep dive it was noted: relationships between adults and children were clearly positive and nurturing.</p> <p>While dysregulation of children still occurred, records of high-level dysregulation (especially JP children) were increasingly rare.</p>
Staff feel empowered and have the skills, knowledge, and tools to enable teaching to be good or outstanding.	All types of monitoring demonstrate good teaching over time. Staff questionnaires, CPD logs and PRAs demonstrate effective and appropriate levels of training, coaching and mentoring.	<p>CPD/Monitoring logs for each teacher during 2024 showed an ever-improving picture for the quality of teaching and learning. Evidence was shared with staff and key targets areas to improve implemented.</p> <p>School's CPD curriculum showed staff were continuing to have their individual CPD needs met and over 97% of staff felt they had access to professional development which developed their practice and 100% believed they had the skills to enable them to help all learners succeed. (Staff Questionnaire 2024)</p>
JP children's attendance and punctuality improve to enable them to effectively participate in their learning.	JP children's attendance and punctuality is broadly in line with their non-JP peers.	<p>2024 Attendance JP 95.9%</p> <p>2024 Attendance non-JP 95.9%</p>
All children, but especially JP learners have a good understanding of themselves as learners and what they need to improve their learning in each subject.	All monitoring, but especially pupil voice, show children's deeper understanding in most subjects. Most children are able to communicate appropriate next steps for their learning.	Deep dives demonstrate some strong practice in metacognitive teaching, especially as more children are able to regulate themselves – however, there is still a need for children to be even more closely involved in their learning and how to make progress.

