



Our Vision

La Moye School - Mission and Principles

Doing the best for every child so that they become successful learners, confident, resourceful individuals and responsible citizens.

Develop effective learning skills and dispositions to ensure we aspire

Make good progress and achieve across the curriculum, ready for future challenges

Working together in a safe environment that promotes well-being, strong values, and a sense of community

Children's voice and needs at the centre of decision making

A positive, solution-seeking approach

Reflective, self-improving, research-driven practitioners

Excellent standards of teaching and learning

An engaging and rich curriculum, reflecting our unique Island

Effective, aspirational leadership at all levels

Strong partnership between home and school

Globally aware and ecologically responsible citizens

Networking locally and globally

At La Moye School our new core values: 'aspire', 'achieve' and 'together' describe our school ethos and approach. Each value is underpinned by three key attributes:

Aspire	Achieve	Together
Motivated	Pride	Care
Creative	Progress	Trust
Resilient	Success	Respect

These values ensure we strive for high aspirations and ambitions for all of our children and permeate all aspects of our school life. We passionately believe that each child can make a unique and important contribution to their own learning and to our community.

We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Jersey Premium funding is a key tool to help us realise our aspirations. This document outlines how La Moye School maximises its use. As well as laying out our principled policy, we provide our evaluation of Jersey Premium use and successes in 2017-18 and our strategy for 2018-2019.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done. In meeting this requirement we will observe our continued responsibilities under the Jersey Data Protection (2018) Law which means individuals or groups of individuals, including children funded through the Jersey Premium cannot be identified.

Funding criteria and usage

Funding allocated to schools is based on known Looked After Children and from data provided by the Social Security Department (please note, parents have the right to opt out of sharing this information). Each year, the total amount varies depending on eligibility. In the year 2016-2017 we received £70,477, in 2017-2018 we received £64,000. For 2018-2019 we received £72,350. Approximately 25% of our school community qualify for Jersey Premium funding and although this year the numbers eligible have decreased slightly, the weighting per child has increased.

Key Principles

We believe in providing high quality teaching based on a broad, balanced and enriched curriculum. The use of Jersey Premium funding enables us to enhance this by accessing well designed programmes of work with a good evidence base.

We strive to ensure that children reach at least the expectation for their age in key areas. Attainment in reading writing and maths is essential for children to be successful at school and beyond.

We will use data and our knowledge of pupils to identify need. Our teachers know their children well and through analysis of progress, they identify the best way to meet their needs. We adopt a relentless focus on the progress of all children and take action accordingly.

We will develop children's communication, language and literacy. This is of fundamental importance to ensuring all children have full access to the curriculum and can develop the social relationships necessary to be successful. This needs to start as soon as children come to school.

We provide opportunities for regular engagement with our parents. Being a parent can a difficult role so we endeavour to help provide parents with the skills to enable them to support their children's learning.

The funding was used in the following ways:

Teaching

- To enhance and support the professional development of our teaching staff, in order for them to provide the highest quality teaching, across a broad and balanced curriculum.
- To provide high quality subject leadership training for middle leaders. Establish structures for teachers to provide subject leadership across a broad range of subjects.
- To ensure that our eligible children – as all others – have their needs and barriers clearly identified (e.g. through assessment data, our growing knowledge of children, conversations with children and parents etc.) and their progress is closely monitored through the school.

Targeted academic support

- To provide a targeted level of support as required, for our Jersey Premium eligible children, so that they make the progress expected of them, particularly in Speaking, Listening, Reading, Writing and Maths.
- Attainment - our eligible children should achieve and maintain at least average end of KS2 reading, writing and maths scores. This will be compared to other similar schools ('statistical neighbours.')
- To plan and deliver short term intervention programmes for underachieving children, those with Special Educational Needs (SEN) and children extending their learning
- To provide early intervention for children in danger of falling behind
- To develop children's communication skills (eg. oral language and social interactions)
- To increase and develop teaching resources and equipment, to support the teaching and learning of English and Mathematics

Wider Strategies

- To develop pupil voice, positive behaviour and health/mental wellbeing
- To ensure that appropriate behaviour management systems and capacity are used and monitored
- To provide an incentive to children to come to school and achieve higher levels of progress (eg.subsidising residential trips, use of resources, roles of responsibility)
- To monitor attendance and punctuality, and target (through support) as necessary

Jersey Premium Priorities 2019

During the period of the last funding activity, the school faced changes to the senior management structure which meant the leadership of Jersey Premium is led by the Deputy Head teacher.

Based on evaluations and further analysis from the School Data Report published by CYPES, the following priorities were established which Jersey Premium funding supported.

Overview of activity	Actions	Outcomes/Impact
Teaching	£18,000	
Improve the quality of children's learning in core areas	<p>Teachers and Teaching assistants provided with high quality on-going training and CPD in:</p> <p>RWI (refresher training led by HT) Additional highly trained TAs taking RWI groups, which have enabled smaller group sizes across KS1 in the teaching of phonics</p> <p>Maths-MNP (ongoing training of specific aspects of teaching eg. Inset led by journaling, purchase of high quality concrete materials to augment resources so chn have experience of CPA methods</p> <p>English (Hampshire Text Drivers) introduced following English audit showing progress in writing was not reaching age appropriate expectations</p> <p>Helicopter Stories in EYFS</p> <p>Fish project based on 'Austin's butterfly' to improve the quality of feedback so chn develop a clearer idea on how to improve their work following training on Hatties's research on 'Visible learning'</p>	<p>Vast majority made expected or above progress in reading. RWI groups are now structured into timetable for Rec-Y2 with only small minority of Year 3 requiring access. Approaches to teaching phonics are consistent across the school and teaching is well sequenced and paced</p> <p>Approaches to maths teaching are more established and are embedding consistently across the school. Observations, scrutiny of work and pupil conferencing demonstrate higher levels of confidence in the teachers and learners; children exhibit a 'growth mindset' and positive attitudes to challenges and confidence in reasoning</p> <p>All teachers received professional development and subsequent planning support from Hampshire advisor as well as on-going bespoke planning support our English Lead to develop the use of the 'Text drivers approach' to teach high quality writing and reading skills</p> <p>Teachers are using the structure to ensure chn's ideas are being captured and developed-teachers report greater levels of confidence and participation</p> <p>Artwork provided vehicle to demonstrate how chn improved quality of work over the term. Explicit reference to types of feedback collected and developed as a poster to provide all classes with a consistent approach on improving the quality of our work</p>
Pupil progress meetings with specific reference to chn eligible and follow-up sessions	Change in PPM structure: extended so each class group has dedicated time rather than sharing time as a team	Further and deeper profiling of children's needs and their possible barriers using an evidence-based approach. Provision

	<p>which has ensured higher quality analysis of needs</p> <p>Use of PIRA/PUMA tools to ensure accurate and consistent collection of data across EYFS, KS1 & KS2. Evidence of increased accuracy and systematic data use</p>	has been organised to overcome the barriers to learning by redeploying teachers to focus on individual and groups
Targeted Academic Support	£28,000	
Small group writing sessions led by specialist teacher	An additional teacher employed for 2 extra afternoons per week to work in identified year groups on reading and writing support	Evidence from work scrutiny and feedback from chn and teachers show chn's work reflects age appropriate expectations and greater confidence
Additional teacher to support identified groups in KS2 for support in core areas	An additional teacher employed for 2 days per week to work in identified year groups on planned interventions, support sessions or releasing the CT to work with eligible chn in 1:1 or in small groups through weekly sessions.	Evidence from summative data showed the majority of chn made expected or above progress in English and Maths
Reading intervention: RWI 1:1 tutoring sessions, BR@P and Catch Up Literacy interventions	<p>Teaching assistants to work with children on specific reading interventions, including BR@P, RWI, Guided Reading, and 1-1 reading sessions</p> <p>Additional TAs trained with BR@P programme (Boosting Reading at Primary.)</p> <p>To target children's reading progress in KS2 with 'Catch Up Literacy'</p>	<p>Read Write Inc. data shows progress and increased standards with reading in KS1, including chn eligible for JP. When barriers to learning have been identified and/or progress is less, targeted support is put into place through review of groupings</p> <p>Review of BR@P showed progress of reading needed accelerating with more targeted approach and higher quality training required-training and implementation of 'Catch Up Literacy' commenced-summative data not available but promising interim progress evidenced</p>
Speaking and listening skills are lower for some of our children (including chn eligible for JP) on school entry	<p>Assessment and identification of language and communication needs in EYFS and KS1 through WellComm training and resources to ensure weaving and targeted groups</p> <p>Through guidance and resources from SaLT (Speech and Language Therapy,) TAs & CTs providing additional speech and language support to individual children, particularly EYFS</p>	<p>Number of referrals to SaLT reduced in EYFS. Early evidence shows individual children in EYFS are able to speak more clearly and overcoming barriers with specific letter sounds.</p> <p>Targeted support used a trained TA has shown evidence of greater engagement in class and raised levels of confidence</p>
Wider Strategies	£26,000	
ELSA, FRIENDS and Well-being	Well-being support, ELSA and FRIENDS programmes available to children who may begin to fall behind academically due to other barriers to success at school, including low social and emotional well-being, low self-regulation, behaviour	Clearer identification of a range of emotional needs so chn can be allocated appropriate support. Good feedback from parents, chn and teachers about the pastoral and support with specific needs which enable them to access a wider range of curriculum skills and learning opportunities more successfully

<p>FSW who will monitor punctuality and attendance as part of her role</p>	<p>Dedicated Pastoral lead trained in monitoring attendance, maintaining records of attendance and developing plans.</p> <p>Leading on roll out of Triple P Programme and discussion groups</p>	<p>Evidence of improved engagement from daily morning meet and greet. Overwhelming evidence of improved attendance figures reported by CYPES</p>
<p>Improving quality of EYFS enabling environment</p> <p>Forest school provision</p>	<p>Overhauling of learning environment in EYFS to ensure continuous provision opportunities are fully accessed by all children</p> <p>Parents invited to support development of outdoor learning spaces including forest area which has enabled forest school lead to facilitate daily sessions</p>	<p>EXEAT data shows children are making significant progress in all areas as the improved outdoor learning space is utilised daily</p> <p>Evidence of greater access for chn, early qualitative evidence showing levels in confidence and engagement are higher</p>
<p>Breakfast club facility for eligible pupils</p>	<p>Subsidy available</p>	<p>Increased intake in provision which qualitative evidence of improved start to learning-target other families as and when need arises</p>
<p>Resources for children with English as an additional language and renewal of membership for 'Young Interpreters'</p>	<p>Overhauling application system for new recruitment of chn. January to July set up with support of EAL Team. Well received by parent community and positive comments from, EAL service, pupil voice and Hampshire county council with free membership given due to the quality of enterprise (log of evaluations)</p>	<p>Evidence of boosting confidence in chn participating in scheme, and raising profile of skills of bilingualism</p>