

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	347
Proportion (%) of Jersey Premium eligible pupils	20%
Year that our current Jersey Premium strategy plan covers	2025
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
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	Baseline data shows some children start school (sometimes significantly) behind their peers in different/all areas of learning. Likewise, children are sometimes at different stages of their development when entering key phases of their education. This can then affect their ability to make progress across the curriculum. This is especially true with some children's speaking and listening skills.
2	Contextual data shows considerable gap between factors such as income, housing, other external stresses and wider experiences between the minority of JP 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 prioritise learning. Roughly 30% of the school's JP cohort have, or are having, experience/contact with wider safety professionals. This means they have a higher possibility of having experienced or are experiencing ACEs. Subsequently, vulnerable children in our school are more likely subject to more complex environmental factors.
3	Last year's attendance data showed a dip in JP attendance. While still above the Jersey average in previous years' there was no difference between JP attendance and non JP attendance in 2024, whereas in 2025 there was over 1% gap between JP and non JP children's attendance. This will create another challenge as all research shows when children are not in school, they cannot learn.

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.	Pupil data for RWI shows at least 80% of JP children completed the RWI intervention. 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 & 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.
For the school to use up to date, accurate summative and formative assessment to plan and deliver high quality, universal teaching which continues to close the attainment gap between JP and non-JP learners, most especially in the core subjects of 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's achievement in wider curriculum subjects is in line with pupils not eligible for JP. These children's cultural capital is developed and sustained through a broad, balanced, sequential and experiential curriculum.	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, especially JP pupils, can increasingly self-regulate, manage their emotions and understand good mental health; leading to an ability to increase and build on their social capital.	Incidents of dysregulation are rare. Pupil voice, behaviour logs and other types of monitoring demonstrate good knowledge of school's approach to teaching of regulation, nurture approach and the principles of the mental health strategy.
Staff feel empowered and have the support, skills, knowledge, and tools to enable all 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.
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.

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>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdfEducation</p>	<p>1,2,3,</p>
<p>School's continued focus, training and investment in RWI and 'Fresh Start' – systematic teaching of phonics and a robust reading strategy in KS2 which builds on the quality early reading all our children receive.</p>	<p>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</p>	<p>1&2</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>https://www.sla.org.uk/cpd-library</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>http://www.inspiringleaderstoday.com/ILTMaterials/LEVEL2_SSE-v4.0-2014_08_22-11_16/school-self-evaluation/sse-s4/sse-s4-t2.html</p>	<p>1&2</p>
<p>EYFS to ensure that communication and language remain a focus and for all staff to be aware of the</p>	<p>https://voice21.org/</p>	<p>1</p>

principles of good speech and language assimilation. The principles of Voice 21 are used across the curriculum including effective talk tactics, reference to the oracy framework. To enable children to acquire skills and knowledge through effective communication.	https://www.gla-assessment.co.uk/assessments/products/wellcomm/	
To continue to develop and deliver a La Moye curriculum, which is based on the Jersey curriculum, and is rich, varied, inclusive and strategically planned. For the school's curriculum to include the Hampshire approach to the use of quality 'text drivers' for writing units.	https://english.hias.hants.gov.uk/	1,2,3,
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.	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants	1&2

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	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	1&2
Quality in class shared and guided reading writing support.	https://english.hias.hants.gov.uk/course/index.php?categoryid=293 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interve	1&2

<p>Other recognised interventions recommended by external professionals such as EP, OT and SALT to be assessed & delivered by trained TAs overseen by class teacher, SENCo and Inclusion Lead</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site-search&search_term=interve</p>	<p>1&2</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>https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</p> <p>https://www.annafreud.org/</p>	<p>2&3,</p>
<p>Continue to embed new Positive Relationships Strategy across school based on the principles of trauma informed practice across school in line with nurture principles.</p>	<p>https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice</p>	<p>2&3,</p>
<p>To continue to provide ELSA interventions for children who need more targeted support with their emotional regulation.</p>	<p>https://www.elsa-support.co.uk/</p>	<p>2</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>https://www.eif.org.uk/</p> <p>https://www.gov.uk/government/uploads/attachment_data/file/680000/20in%20Education%2020231025DP.pdf</p>	<p>1,2&3</p>

<p>To ensure all children have opportunities of meaningful learning experiences – through trips, clubs and/or outdoor learning.</p>	<p>www. Gov.uk/publications/the-pupil-premium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit</p>	<p>2</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 2025 there were only two children registered at the end of EYFS as JP. 50% of JP children achieved their ELG in Listening, Attention and Understanding and 100% of JP children achieved ELG for Speaking.
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 & 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>	<p><u>RWI Data from last year</u> 9/19 JP (47%) of children in KS1 & Y3 are at age related expectations in the Read Write Inc Phonic approach.</p> <p><u>Progress Tracker Data.</u> In KS1 7/10 (70%) made <u>expecting +</u> progress from starting point in EYFS in reading, writing and maths 4/10 (40%) made <u>good or outstanding</u> progress in reading and maths. 2/10 (20%) made <u>good or outstanding</u> progress in writing</p> <p>In KS2 17/19 (89%) made <u>expected +</u> progress from starting point in KS1 in reading 16/19 (84%) made <u>expected +</u> progress from starting point in KS1 in writing 18/19 (95%) made <u>expected +</u> progress from starting point in KS1 in maths 6/19 (32%) made <u>good or outstanding</u> progress in reading 3/19 (16%) made <u>good or outstanding</u> progress in writing 7/19 (37%) made <u>good or outstanding</u> progress in maths</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.	<p><u>EYFS 2025 Attained ELG:</u> Number: 100% JP 86% non-JP Word Read: 50% JP 88% non-JP Writing: 50% JP 81% non-JP</p> <p><u>KS1 2025 Achieved Age Related Exp</u> Maths: 43% JP 68% non-JP Reading: 29% JP 77% non-JP Writing: 29% JP 68% non-JP</p> <p><u>KS2 2025 Achieved Age Related Exp</u> Maths: 64% JP 62% non-JP Reading: 64% JP 82% non-JP Writing: 45% JP 67% non-JP</p>
Pupils eligible for JP achievement in wider curriculum subjects is in line	JP Pupil voice demonstrates children have an appropriately wide understanding of the world	As part of its regular monitoring cycle, the school has carried out deep dives in Science, Computing, Art, Maths and History across the curriculum.

<p>with pupils not eligible for JP and cultural capital is developed and sustained.</p>	<p>around them. Planning shows a rich, varied and inclusive curriculum relevant to all learners, but especially JP.</p>	<p>Deep dives are where a team of senior leaders (from either the school, other Jersey schools or CYPES), subject leads and teachers usually spend a day in sub teams monitoring learning through pupil voice, observations and learning scrutiny. This information is triangulated and key strengths and areas for development shared.</p> <p><u>Strengths</u> Use of Oracy strategies and good evidence of children using embedded techniques to further their learning. (Science Deep Dive Jan 2025) A strong, progressive curriculum with high expectations of staff and pupils, results in deep learning with most pupils mastering the subject by the end of Key Stage 2. (Computing Deep Dive May 2025) In the strongest lessons, word banks were evident around the room, and this was something that had been built on and felt 'normal' for the learning. Teacher regularly checked in on children's understanding. (Art deep dive June 2025) In some year groups, nearly all children were very positive about how therapeutic art can be. "It's a way to chill out with friends and bring visions and creations to life". There was strong evidence of how art in/out of school is helping an extremely vulnerable child (Art deep dive June 2025) In several instances, TAs were deployed effectively to support individual learners, scaffold access, and model vocabulary. Adaptations for learners with additional needs were generally well considered, including in reading tasks and resource differentiation. (History Deep Dive Nov 2025)</p> <p><u>Areas for Development:</u> Planning should continue to be adapted to make learning accessible to all pupils. (Computing deep dive May 2025)</p> <p>While vocabulary is generally high quality, misconceptions are sometimes left unaddressed. Tier 3 words are introduced but embedding them is uneven; pupils sometimes retrieve information without fully understanding subject-specific terms or concepts. Staff should provide definitions and build understanding not ask pupils for assumed definitions. (History Deep Dive Nov 2025)</p> <p>Staff need to continue to understand the progressive nature of the planning that is in place in the subject. This will be evident through pupils having clear understanding and evidencing interleaved learning (Science Deep Dive Jan 2025)</p>
<p>Pupils can increasingly self-regulate, manage their emotions and understand good mental health.</p>	<p>Incidents of dysregulation are rare. Pupil voice, behaviour logs and other types of monitoring demonstrate good knowledge of school's approach to teaching of regulation, nurture approach and the principles of the mental health strategy.</p>	<p>In nearly all deep dives during 2025 it was noted: relationships between adults and children were clearly positive and nurturing. While dysregulation of children still occurred, records of high-level dysregulation (especially JP children) continue to be increasingly rare.</p>

<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>CPD/Monitoring logs for each teacher during 2025 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 2025)</p>
<p>JP children's attendance and punctuality improve to enable them to effectively participate in their learning.</p>	<p>JP children's attendance and punctuality is broadly in line with their non-JP peers.</p>	<p><u>La Moye</u> 2025 Attendance JP: 94.4% 2025 Attendance non-JP: 95.8%</p> <p><u>Other Jersey Schools Average</u> 2025 Attendance JP: 93% 2025 Attendance non-JP: 95.5%</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 can communicate appropriate next steps for their learning.</p>	<p>During the five subject Deep Dives carried out last year, pupil voice was deliberately collected from both JP and non-JP children.</p> <p>These pupil voices show that children (both JP and non-JP) in some year groups demonstrated secure and deep knowledge across the curriculum. In these year groups, most/all children could demonstrate links to different areas of learning - retrieve previous learning and mostly talk about their next steps. However, this was not always consistent across the school.</p>