



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 a separate report.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Background

Jersey Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are Looked After Children (i.e. under the care of Children's Services in Jersey) OR live in a household claiming Income Support OR live in a 'registered' household that could receive Income Support. The intended effect of this funding is to accelerate progress and raise attainment for these groups. Research from the Sutton Trust and Education Endowment Foundation (EEF) shows that some pupils from financially disadvantaged backgrounds are at risk of underachieving. Jersey Premium is provided to enable these pupils to be supported to reach their potential.

Funding allocated to schools is based on known Children Looked After 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.

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.

Key Principles

We believe in providing high quality teaching based on a broad, balanced and enriched curriculum. Our belief is that all children can achieve highly. We will provide a culture where:

- staff believe in the potential for learning of ALL children
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

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.

School Overview

School Name	La Moye School
Pupils in school	405
Proportion of disadvantaged pupils	24%
Academic years covered by statement	£112,000
Publish Date	2020-2022
Review Date	December 2021
Statement authorised by	John Baudains
Jersey Premium Lead	Nasima Rashid
Department Lead (CYPES)	Cris Lakeman

Strategy | A tiered approach

At La Moye School we have adopted a tiered approach to Jersey Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact adhering to our vision and key principles. We adopt a 'relentless' focus on the progress of all children and take action in order to support accordingly.

Teaching | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Jersey Premium spending.

Targeted academic support | Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

Wider strategies | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

Strategy Aims

Teaching

- To enhance and support our teaching staff through tailored coaching, mentoring and research based professional development training opportunities, 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., tracker, provision maps) 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 (increased attention with the support of 'access to learning' toolkits), Reading, Writing and Maths through the use of additional teacher and support staff time
- 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 and Disabilities (SEND) and children extending their learning through evidence based programmes and specific interventions eg. 'Catch Up Literacy/Numeracy', Reading Response, Lego Therapy and fine motor skill development
- To develop children's communication through evidence based programmes and specific interventions such as Wellcomm, NEFI, Talkboost and bespoke speech and language therapy groups
- To increase and develop teaching resources and equipment, to support the teaching and learning of English and Mathematics

Wider Strategies

- To further develop pupil voice through our work towards 'Rights Respecting Schools' Silver Award accreditation and and health/mental wellbeing
- Emotional Literacy Support Assistant for all children needing emotional, mental health support
- To ensure our behaviour management systems and capacity are used and monitored to promote positive behaviour
- To provide free breakfast club and subsidy for trips
- To monitor attendance and punctuality, and target (through support) as necessary

At La Moye we understand how some of life's challenges can create barriers for children. These challenges are varied and there is no "one size fits all". Common barriers for children eligible for JP at La Moye include:

- Speech, language and communication skills can be poor on entry; we are helping children through early identification and intervention including the use of WellComm and NEFI
- Historic variability in the quality of teaching and subsequent under-achievement; we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning
- Enthusiasm for, and achievement in writing; we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular, purposeful writing opportunities
- Enthusiasm for, and achievement in reading; we are raising standards in reading by engaging children in a broad, balanced and relevant curriculum that provides children with regular, purposeful reading opportunities
- Persistent absence/lateness; we are working with children and families so children are routinely in school and on time
- Impact of family circumstances on children's ability to focus on learning; our pastoral support team responds quickly and effectively when needs arise

Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Continue to ensure that all staff have a collective understanding of the needs, expectations and strategies to support all children especially those who are disadvantaged and vulnerable learners at the school, and an understanding of their own responsibilities within those strategies</p> <p>Provide support for teachers using a tracker to ensure the importance of well planned, high quality teaching and assessment for learning for all and opportunities to refresh the profile of individual learners using the profiling grids and provision maps</p> <p>Provide support for teachers using a coaching model to ensure the importance of well planned, high quality teaching and assessment for learning for all through CPD for all staff (trained through various coaching programmes such as OLEVI/CTP/GBF)</p>
Priority 2	<p>Improve the understanding, approach and quality of reading opportunities for all children by addressing the quality of books being accessed as home readers, develop the use of library services, provision of online reading materials, foster a love of reading, develop the teaching and learning of reading, build professional development around reading and include parents in the reading journey</p> <p>Support the implementation of the new IT curriculum developed by Jersey's IT advisor by improving accessibility to IT equipment for all learners with good quality laptops in order to improve IT literacy</p>
Priority 3	<p>All subject leads to continue to receive ongoing high quality support to monitor and develop their subject areas following a comprehensive middle leadership programme developed and delivered by the Headteacher and Deputy Headteacher and restructure of phased teams throughout the school (Early Years, Lower Years, Middle Years and Upper Years)</p>

	Maths and English leads (SLT) to provide on-going support and monitoring of planning and resourcing to improve the quality of teaching with a focus on the implementation of knowledge organisers and maths journaling
Barriers to learning these priorities address	Underdeveloped self-regulation skills because of historical inconsistencies in staffing, previous educational experiences and modelling Turnover of staff, lack of capacity at middle leadership level leading to weak implementation
Projected spending	£45,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to plan, implement, monitor, develop, resource and review 1:1 and small group interventions in Maths and English (including Read Write Inc., 'Catch up Literacy' and Numeracy, Reading Response, JTP) Employ and train additional teaching assistants and teachers, to help provide the support needed to deliver interventions effectively using MITA principles
Priority 2	To continue to review and establish high quality oral language interventions to build self-esteem, interpersonal skills, self-regulation and access the full curriculum (Lego therapy, Speech and language support, Wellcomm, REAL, Talkboost, NEFI, P4C,)
Barriers to learning	Consistency of staffing – in leadership and implementation
Projected spending	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to ensure that high quality, evidence informed behaviour management systems are securely in place, based on the EEF behaviour and Social and Emotional learning guidance
Priority 2	To continue to secure more positive relationships with families and the local community and the school – to include all school staff
Barriers to learning these priorities address	Historical negative perceptions of the school community Consistency of staffing and a lack of shared understanding of ambition and goals for the school community
Projected spending	£22,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> - Current/future COVID restrictions for children/isolating or shielding & school closure - Ensuring enough time is given over to allow for staff professional development - Be aware of poor implementation and embedding of strategies - Inconsistencies in expectations and understanding from staff based on past experiences 	<ul style="list-style-type: none"> - On line home learning as required and additional online support/ communication with identified children and families - Use of INSET time and additional cover for professional conversations - Use of EEF implementation guidance - Jersey Premium Lead to attend training from CYPES and share information to support and develop staff capacity
Targeted support		
Wider strategies		

