



## Jersey Premium Evaluation 2020

The purpose of this evaluation document is to share the outcomes and impact over the last academic year of our school’s Jersey Premium Strategy for 2020-2022. The Jersey Premium Strategy Plans 2020- 2022 and Evaluation 2020 will be used as working documents to improve outcomes for all pupils. Due to the covid pandemic, not proposals were achieved. Although the current strategy plans run from January 2020 to December 2022, we will be providing an evaluation of the outcomes and impact on an annual basis.

### 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.*



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:

<b>Aspire</b>	<b>Achieve</b>	<b>Together</b>
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.'*

Education Endowment Foundation – The EEF Guide to Pupil Premium Funding

## **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	385
Proportion of disadvantaged pupils	25%
Academic years covered by statement	£83,000
Publish Date	2020-2022
Review Date	December 2020
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.) 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', Reading Response, Lego Therapy and fine motor skill development
- To develop children's communication through evidence based programmes and specific interventions such as Wellcomm 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
- 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
- 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	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. Provide teachers with the time to continue to conference the children as well as professional development opportunities needed for well planned, well-resourced high-quality teaching and assessment for learning for all (e.g., through teaching there is an emphasis on explicit instruction, scaffolding, flexible grouping, targeted support and cognitive and metacognitive strategies).

	Provide support for teachers using a coaching model to ensure the importance of well planned, high quality teaching and assessment for learning for all.
Priority 1	<b>Outcomes/Impact</b>
	<p>The Jersey Premium (JP) who is also the SENCo led training with all class teachers during the year, in order to discuss the needs of each individual child who is eligible for funding. Pupil Progress meetings are co-led alongside the Headteacher to highlight all children who require additional support through the use of provision mapping so we can plan future interventions at the child's level of need, and identify additional resources to support and deliver future strategies and planned intervention such as additional teaching/teacher support in class, equipment, books, CDP. Through the use of termly Provision Maps, an overview of the focus, key staff, progress data and evaluations for planned actions and interventions has been developed. Additional assessment tools have been introduced to support more detailed assessment of need.</p> <p>Due to covid restrictions there was a large proportion of the year where pupil conferencing could not take place. However, the large majority of JP eligible pupils did make expected progress. Pupils not making expected progress or identified as part of the covid monitoring vulnerable children's list were provided with individual online reading support as far as possible as well as follow up conversations with key members of staff assigned. The use of premium budget was also used to source IT equipment for those children without access. Further support will be provided through the Jersey Tutoring Programme (JTP) as well as evidence based literacy and numeracy interventions.</p>
Priority 2	<p>All subject leads to receive on going 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.</p> <p>Maths and English leads (SLT) to provide on-going support and monitoring of planning and resourcing to improve the quality of teaching.</p>
	<b>Outcomes/Impact</b>
Priority 2	<p>Through the use of the La Moye Leadership Toolkit, all subjects leaders were provided with a clear schedule with exemplars in order to develop policies with a clear overview to evidence consistency for the delivery of the curriculum area and expectations for books/evidence of learning based progression guidance developed. Consideration on the subject focus has been developed based on the principles laid out by Mary Myatt. This was originally shared during the whole staff inset by the JP lead. This has also included the development of 'knowledge organisers' which supports the notion of cognitive load theory. These are being developed in all the topics that have been established and has been overseen by the curriculum lead.</p> <p>A substantial investment has been made in the area of writing. Extensive planning time and resourcing of the new writing approach has been provided to ensure accurate and detailed planning. Following on from the identification of a gap in way in which writing was taking place by the JP lead, staff were given additional CPD opportunities delivered by Hampshire advisory service to gain a better understanding of the 'learning journey' approach. This identified a review of handwriting and spelling which ensured this was addressed through the introduction of evidence based approaches to improve skills and knowledge. Subsequent successive sessions with the new English lead allowed further opportunities to develop learning journeys and misconceptions of the process of writing. The purchase and use of high quality books to inspire and excite the children has been prioritised. The impact of this has been writing has improved across the board. This was validated by the Senior Advisor during the Key Questions Learning walk which took place in November 2020.</p> <p>Through ongoing scrutiny and evaluation of the maths approach, the introduction of a Fluency Strategy was developed by the Maths lead to ensure children were practising the necessary calculations skills. This was supplemented with the</p>

	introduction of particular programmes eg. Timetable Rockstars during lockdown to ensure the consolidation of these key skills. There is ongoing work to narrow the gap between JP eligible and non JP eligible pupils which has been compounded by the Covid restrictions, however, close monitoring/quick identification of pupils has supported next steps; the JTP and other additional teacher/TA support using evidence based programmes will ensure improvement takes place.
Priority 3	Improve the understanding, approach and quality of reading opportunities for all children
Priority 3	<b>Outcomes/Impact</b>
	Due to covid restrictions this will take part in the second part of this strategy.
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.
	<b>Outcomes/Impact</b>
	A new whole school Long and Medium Term Planning document has been created by the Curriculum lead to ensure all teachers (including regular supply teachers) have immediate access to all curriculum planning and support documents across all subjects. Key Stage leaders meet formally with teaching staff (including part time staff and regular supply teachers) as well as informally (e.g. day-to-day conversations). This allows school leaders to monitor and help to maintain a high level of consistencies in planning, curriculum coverage and learning and behaviour expectations across the school. A review of this middle management structure has further developed the teams to allow more accurate monitoring as this is a large school. Early Years, Lower Years, Middle Years and Upper Years has allowed an even distribution of teams.
Projected spending/actual spending	£28,000/£34,00

### 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)  As required, employ and train additional teaching assistants and teachers, to help provide the support needed to deliver interventions effectively
	<b>Outcomes/Impact</b>
	There is evidence of a range of support being provided across all year groups as need arises. The bulk of the additional teaching support has been channelled into bespoke interventions, lessons and/or support sessions planned for with lower attainment. Post lockdown, additional teacher and teaching assistant time has been allocated to carry out a range planned interventions/actions to support the loss of learning during lockdown. This has enabled a wide range of targeted focus areas to be addressed for selected children and/or groups of children by teachers and teaching assistants. This has included, RWI group sessions, 1-1 tutoring, Catch Up Literacy and Numeracy (following training), Reading Response programme, Pre/post teaching sessions, in class learning support/challenge, ELSA, Wellcomm and the development of workstations. All data from individual assessments show progress has been made by all children. The resourcing of these programmes have ensured fidelity and enthusiasm are maintained.
Priority 2	To 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)

	<b>Outcomes/Impact</b>
	Following the purchase of the toolkit, training and roll out of Wellcomm last year which was targeted at all staff in EYFS and KS1, a Wellcomm lead was identified. This designated Early Years practitioner has overseen and supported the implementation and timetabling of the programme and has liaised with the JP lead when issues were identified. The impact of this was that quick identification of children needing support was established. The lead has also supported the assessment of need further up the school. The impact of covid has raised the need for further support in running these sessions so this will be factored with new strategy plans. Support staff were deployed effectively following training provided by S&L therapists which ensured targets were achieved by identified children. Due to lockdown, it was not possible to begin planning for REAL or Talkboost or roll out the Lego Therapy provision. Furthermore, post lockdown, resources have been redirected to provide additional support where it has been identified during PPMs.
Barriers to learning	Consistency of staffing – in leadership and implementation.
	Senior leaders and JP lead will continue to reference relevant documentation through CPD and PPM. EEF research and guidance reports have been used as appropriate within staff meetings, professional meetings, planning meetings and INSET to reinforce and support the planning of evidence-based interventions and approaches.
Projected spending/actual spending	£27,875/£25,875

### Wider strategies for current academic year

Measure	Activity
Priority 1	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
	<b>Outcomes/Impact</b>
	Last year, we have reviewed our school behaviour policy and school rules and the impact they have in school. Through this consultation with the staff and children, we have adapted it to ensure there is emphasis on a positive approach with children to help individuals through any concerns. There are clear posters highlighting the key principles displayed around the school. The impact is that children have a clearer understanding of our school rules and expectations and all staff follow very specific guidelines and are consistent in approach in terms of celebrating success and addressing and supporting behaviour concerns. Behaviour in our school is generally excellent and expectations are very high. Individual behaviour Plans are put in place if a child requires a more discrete approach in order to support and target their specific needs and this is usually supported by Outside Agencies. The senior leadership team monitor the behaviour systems on an ongoing basis and have provided additional guidance and training to staff as required. Some specific interventions with the use of 'zones of regulation' principles and MAYBO have been used to support pupils to manage their behaviour and regulate their emotions.
Priority 2	To secure more positive relationships with families and the local community and the school – to include all school staff
	<b>Outcomes/Impact</b>
	The Senior Team have worked tirelessly to ensure we develop and establish an 'open door' culture and are available to speak to any families as and when they need. This is an expectation of all staff and is ably supported by our Pastoral lead who responds swiftly when concerns are relayed by teachers. The school's principles and mission statement

	<p>encapsulates the vision the school has for all children. This has been developed carefully by the Headteacher and Deputy Headteacher in consultation with the staff to ensure inclusion is at the heart of everything we do. In order to create a whole school ethos whereby children have a positive understanding of learning, we have put a number of whole school actions in place, to promote positive self-regulated learning. This is enshrined in core values and 'learning pit' posters. We ensure feedback and lesson structures promote and develop self-regulated learning. Teachers have been implementing a new lesson design format based on the research by Hattie and Clarke. We also ensure whole school assemblies promote, highlight and celebrate individual achievements in relation to specific learning related to our core values. Our bead system has allowed us to support the development of metacognitive skills because children are encouraged to articulate why beads are received. Covid restrictions have not hampered this as we have continued to provide this feedback through recorded and now live TEAMS assemblies and a posting system to collect children's contributions.</p>
Barriers to learning these priorities address	<p>Historical negative perceptions of the school community Consistency of staffing and a lack of shared understanding of ambition and goals for the school community</p>
	<b>Outcomes/Impact</b>
	<p>During these unprecedented times of the COVID pandemic, we faced untold pressures on ensuring we maintained strong links with our families and maintain a high quality of learning for all our children. However, learning opportunities did not stop for our children as we saw opportunity in this challenge. The Headteacher led on securing training for all staff from Jersey's IT lead by bringing forward plans to set up online learning from the outset and this continued and developed throughout. As a school, we decided to tailor this for EYFS/KS1 and KS2 with appropriate learning platforms. Parents valued and appreciated the quality of provision and feedback. In addition to this, the DHT developed a comprehensive children's list to ensure specific families were supported with additional weekly/twice weekly phone calls which was monitored to ensure if additional support was required. Zoom reading sessions were set up with a number of children (and their parents) to support the children's learning and maintain contact. This could not be rolled out entirely due to security issues. A visit from the Education Department's JP Advisor to interview children about their experiences displayed the rigour and care that had been provided. Our attendance has been high post lockdown as well as before Christmas which demonstrates the trust placed in us by the community.</p>
Projected spending/actual spending	£21, 497/£17,497

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>- Ensuring enough time is given over to allow for staff professional development</li> <li>- Be aware of poor implementation and embedding of strategies</li> <li>- Inconsistencies in expectations and understanding from staff based on past experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Use of INSET time and additional cover for professional conversations</li> <li>- Use of EEF implementation guidance</li> <li>- Jersey Premium Lead to attend training from CYPES and share information to support and develop staff capacity</li> </ul>