



La Moye School

Jersey Premium Policy and Plan 2019

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.

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. The Leadership Team at La Moye School make strategic decisions on how Jersey Premium will be used. Our position means we are best placed to assess what additional provision should be made for the individual pupils within our care. The Head Teacher and Deputy Headteacher will work closely with colleagues to ensure the funding has a positive impact on children, represents good value for money and demonstrates an efficient use of resources.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

Funding criteria

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 will receive £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.

The Department of Children, Young People, Education and Skills (CYPES) has given us the freedom to use Jersey Premium funding based upon our knowledge of our pupil needs. However, as a school in receipt of Jersey Premium funding, we are accountable to our parents, CYPES and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

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.

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:

- limited support at home
- weaker language and communication skills
- persistent behavioural difficulties
- attendance and punctuality issues
- complex family arrangements due to parents' working hours and/or lone families

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.

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

Analysing data

We will ensure that:

- all teachers are aware of eligible children
- all teaching and support staff are involved in the analysis of data so that they are fully aware of strengths and school development needs
- all eligible children benefit from the funding, not just those who are underperforming
- lower achievement at all levels is targeted
- children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Rigorous self-evaluation of teaching

We continue to strive to ensure that all children across the school receive effective teaching so they achieve the best outcomes:

- set high expectations
- ensure consistency of our agreed non-negotiables, eg. high quality feedback for all
- share good practice within the school and draw on external expertise
- provide high quality Continuous Professional Development for all staff
- improve assessment through internal and external moderation

Increasing learning time:

We will maximise the time children have to make progress through:

- improving attendance and punctuality
- providing early intervention
- extended learning out of schools hours
- early work available in the mornings (from 8:30)
- lunchtime and after school clubs

Targeted support for individuals

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- Senior leaders to provide high quality support across all Key Stages along with rigorous monitoring of teaching
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise such as;
 - health agencies: speech and language therapy, occupational therapy, physiotherapy, audiology
 - Educational agencies: autism-ASCIT, early years-EYIT, psychology-PMHT, social and emotional-SEMHIT, attendance-EWT, parenting-FSW, Young Interpreters-EAL, hearing-HDST, sight-VI
 - Voluntary agencies: volunteer readers-ECOF, Autism Jersey, Brightly (formerly Brighter Futures), Parent Carer Forum
- tailoring interventions to the needs of the child
- recognising and building on children's strengths to further boost confidence

Provision

The Deputy Headteacher in consultation with SLT will maintain a programme of support which will be subject to termly review. The range of provision includes:

- clearly identified wellbeing support provided through the Emotional Literacy Support Assistant (ELSA) using a menu of approved programmes
- high quality teaching and learning by specialist teachers
- small group specialist interventions with the class teacher or specialist teacher
- assessment of pupils to identify learning difficulties (SEN) and use of specialist resources eg. sensory equipment

Monitoring and Evaluation

We will ensure that:

- staff use a wide range of data including achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is monitored frequently so that the impact of interventions can be reviewed regularly
- assessments are closely moderated with a sharp rigorous overview by the Headteacher and SLT to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term with the Headteacher and Deputy Headteacher to ensure accurate identification of children and the progress they are making so that adjustments can be made
- regular feedback about progress is given to children and parents
- interventions are adapted or changed if they are not working
- the Deputy headteacher maintains an overview of JP spending and is responsible for reporting

Personalisation/'going the extra mile'

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions and arrangements for children. The Headteacher and Deputy Headteacher are always available for supporting children who may be struggling to start the day and will personally assist or create short and medium term arrangements to ensure there is a calm and smooth transition in the mornings and/or after school. This can involve check-in schedules, individualised programmes set up at 'workstations' and the involvement of our ELSA, Family Support Worker or other appropriate members of staff.

Success criteria

The evaluation of this policy is based on how effectively the school can support children eligible for Jersey Premium to make at least expected or above expected progress from their starting points.

Our work in relation to the Jersey Premium will be reviewed regularly to ensure it is having the intended impact. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Jersey Premium Policy is reviewed on an annual basis and adjustments made according to the impact the school is having. It will also take into consideration the funding that becomes available. We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Focus Area for 2017-2018	Estimated Costings	Evaluation
<p>A: Whole school teaching and learning</p> <ul style="list-style-type: none"> <li data-bbox="90 197 623 365">• Improving consistency in Phonics teaching/early reading and writing with implementation of RWI - release for RWI manager to monitor and develop practice and monitor staff <li data-bbox="90 411 602 579">• Training and implementation of new maths approach 'Maths No Problem' to ensure high quality and consistent teaching to meet the objectives of the curriculum <li data-bbox="90 667 618 737">• Key Stage/Middle/Senior Leaders release time for monitoring and team teaching <li data-bbox="90 804 602 905">• Developing Pupil Progress and Jersey Premium meeting structures to develop detailed tracking of children's progress <li data-bbox="90 1003 542 1073">• Developing robust assessment approaches using up-to-date tools 	<p>£5000</p> <p>£4800</p> <p>£3000</p> <p>£1500</p>	<p>85% of children in Year 1 are ARE/ARE+ so vast majority made good progress in reading. '1:1 tuition' was set up to further target weaknesses so this has meant additional short sessions during the afternoons. Release of lead teacher has ensured fidelity to the programme as able to monitor delivery performance of staff.</p> <p>Based on NCETM guidance and evidence of impact from other schools. 2 whole days of training from UK for all staff and on-going staff meetings focused on implementation and development (May 2018 & Sept. 2018 + 2x 1.5 twilight sessions). Purchase of high quality concrete materials to augment resources. Baselining complete using PUMA-evaluations in summer term 2019.</p> <p>JP lead released from PPA duties to oversee practice and develop systems and support staff. The culture of change has further developed so ALL understand their responsibility.</p> <p>Further and deeper profiling of children's needs and their possible barriers using an evidence-based approach. Provision has been organised to overcome the barriers to learning by redeploying teachers to focus on individual and groups.</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>
<p>B: Learning and curriculum (data informed)</p> <ul style="list-style-type: none"> <li data-bbox="90 1163 623 1331">• Focused support by class teacher/experienced teacher for targeted children, including eligible children who are lower attaining or not meeting their full potential <li data-bbox="90 1377 623 1509">• Developing EAL provision through 'Young Interpreters' programme. Enhance resources for EAL children across the school <li data-bbox="90 1671 561 1740">• Enhance specialist SEN resources to ensure enhance provision <li data-bbox="90 1776 583 1877">• Additional targeted use of TAs and teachers to work with small groups of children, including eligible children 	<p>£3312</p> <p>£2000</p> <p>£1500</p> <p>£20000</p>	<p>Drama project to support self-esteem and language development which culminated in group act but this had limited impact and was discontinued due to lack of cohesion in planning and regularity of sessions due to cover issues.</p> <p>January to July set up with support of EAL Team. Well received by parent community and evidence of boosting confidence and raising profile of skills of bilingualism. Positive comments from, EAL service, pupil voice and Hampshire county council with free membership given due to the quality of enterprise (log of evaluations). Impacted on negatively by staff illness in autumn term with no other replacement available. Set to continue Spring 2019.</p> <p>Purchase of additional resources to build library of appropriate aids to support effective learning in classes and small groups.</p> <p>Roll out of BR@P intervention required TA hours and teacher release time to ensure a cohesive programme could be run. Teachers ran small group interventions across the school to support eligible pupils (Spring= 19 hours p/w; summer 13.5 hours p/w)Evidence of positive progress by majority of pupils was demonstrated and shared during Pupil Progress Meetings.</p>

<ul style="list-style-type: none"> Wellbeing programmes led by ELSA Targeted support for children with social and emotional. 	£4082	Increased ELSA support required after identification of a range of emotional needs. High impact and feedback from families who were involved but retired in February. New ELSA had limited capacity due to other responsibilities so work has commenced properly from autumn term with revised and updated range of programmes on offer.
<ul style="list-style-type: none"> Develop wide range of well-being resources to support needs of children across the school 	£3000	Resources and development of dedicated space to support sessions has been prioritised. Greater uptake in referrals from teachers and parents. Evidence to be gathered later in year.
D: Enrichment/Parents and families		
<ul style="list-style-type: none"> Develop provision of extra-curricular clubs to support learners 	£0	Ensure eligible children have access and established systems to follow up if families don't take up offer.
<ul style="list-style-type: none"> Develop learning opportunities within Breakfast Club 	£0	Eligible children to be offered places with subsidy. Overhauling of current offer to ensure this service can be provided alongside current numbers.
<ul style="list-style-type: none"> Appointment of Family Support Worker 	£7000	Trained in monitoring attendance, maintaining records of attendance and developing plans. Leading on roll out of Triple P positive Parenting programme. Evidence of improved engagement from daily morning meet/greet, ELSA support and setting up/refining provision.
<ul style="list-style-type: none"> EYFS Enabling Environment 	£3000	Overhauling of learning environment in EYFS to ensure continuous provision opportunities are fully accessed by all children. Parents invited to support development of outdoor learning spaces including forest area.

Jersey Premium Priorities 2019

During the period of last period of funding activity, the school faced changes to the senior management structure which has meant the leadership of JP has been managed by the Headteacher as well as overhauling many whole school systems. The school is now entering a stage with a more settled and defined staffing structure with the new Deputy Head teacher leading on Jersey Premium.

Based on evaluations and further analysis from the School Data Report published by CYPES, the following priorities have been established which Jersey Premium funding will support including estimated costs.

- Appointment of FSW who will monitor punctuality and attendance as part of her role and advise teachers and SLT on issues arising (£20,000)
- Jersey Premium Leadership time (£5000)
- Small group writing sessions led by specialist teacher (Spring-£2208; Summer-£2576)
- ELSA Programme (12,000)
- Quality First Teaching EYFS Enabling Environment (£3000)
- Reading intervention (BR@P) (£9,000)
- Deeper pupil profiling which will develop JP provision map
- Breakfast club facility for eligible pupils

- Assessment and identification of language and communication needs in EYFS and KS1 (WellComm training and resources -£1000). Additional support for interventions (TBC)
- Training in evidence-based Reading and Maths interventions (UK Training: £2,500) and roll out (TBC)
- Subsidy of educational trips (TBC)
- Forest school provision (£400)
- Literacy in EYFS through 'Helicopter Stories' approach
- Resources for children with English as an additional language and renewal of membership for 'Young Interpreters' (£1,500)
- Improving the quality of feedback through 'Hattie' project on producing images of fish based on 'Austin's butterfly'
- Development of 'dialogic' teaching strategies through staff twilight sessions
- High quality books and 'boys' literature to support wider reading opportunities (£2000)