



Jersey Premium strategy statement 2021-2022

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	St Luke’s School
Number of pupils in school	199
Proportion (%) of Jersey Premium eligible pupils	33%
Academic year/years that our current Jersey Premium strategy plan covers	2021-2022
Date this statement was published	Monday 31 st January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Adam Turner
Jersey Premium lead	Amber Coupland

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£90,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ Budget is currently in draft – awaiting finalisation from Finance.

Part A: Jersey Premium strategy plan

Statement of intent

St Luke's School is committed to ensuring that all children are supported to achieving their potential academically and to develop the skills and attributes necessary to succeed as they proceed to Secondary School and through life. Our school community is made up of pupils from diverse socio-economic and cultural backgrounds, with every child bringing something special and unique to our school. We celebrate our diversity, believing in aspiration for all and a moral imperative to 'equalise starting points in life'. By the end of their time at St Luke's, we aim for all our pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be.

Our Jersey Premium Funding is used to address knowledge essential for academic success; however, the school also wants to ensure that our children are happy, so we aim to raise aspiration, self-esteem, and confidence through our targeted academic support. In this way, we believe all our children will have the opportunity to succeed in life no matter what their socio-economic starting point has been.

This strategy aids us in working towards this as it allows us to strategically identify key areas of focus and track/monitor the interventions put in place. It also allows us to monitor spending predictions vs actual spending.

The key principles of this current strategy 2021/2022 are aimed towards closing gaps that have been widened due to the pandemic and other factors. This focuses on numeracy and literacy gaps and ensuring that children are 'closing the gap' or achieving their full potential.

Our Jersey Premium strategy plan and spending directly links to our school improvement plan through improve teaching and learning by ensuring effective feedback, improving attainment and progress within mental maths, fluence and mathematic processes and improving leadership systems and structures through a coaching model.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our 2021 data report showed us that the percentage of Jersey Premium children reaching end of year expectations in Mathematics at the end of KS2 is 14%.
2	In 2021, 21% of Jersey Premium children reached End of Year Expectations in Reading at the end of KS2.

3	We know that in 2021, 17% of our Jersey Premium reached End of Year Expectations for Writing at the end of Key Stage One and 14% of reaching it by the End of Year Six.
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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
Attainment in Maths <i>to continue</i> to increase with the aim to be at least in line with Jersey averages.	45% of our Jersey Premium children will have reached End of Year Expectations in Maths.
Children make greater progress in Reading (both word reading accuracy and comprehension) and <i>continue</i> to close the gap between them and their peers.	Benchmark Levels will reflect an increase in children's reading ability and comprehension. Children will take part in a reading intervention, reach level 25 in PM benchmarking, and no longer require an intervention, as they are classed as fluent readers.
Attainment in Writing at the end of KS1 and KS2 to increase with the aim to be at least in line with Jersey averages.	At the end of Year Two, 29% of our Jersey Premium children will have reached End of Year Expectations in Writing and at the end of Year Six, 44% will have achieved End of Year Expectations.
Children will have access to timely, accurate and informative daily feedback, leading to an increase in progress across the year groups.	Children's books (in all subject areas) will reflect our marking and feedback policy. Children's books will reflect good or better progress over the year, demonstrating that the marking and feedback is having an impact on 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: £1072.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Table Rock Stars	The EEF states that collaborative approaches have high impact for low cost. EEF also recommend that homework is a high impact activity, with low cost.	1
No More Marking £595	Comparative judgement is a long-established research method that originates in the academic discipline of psychophysics. It requires no rubrics and is instead grounded in experts making pairwise judgements about the relative 'quality' of students' work according to a high-level criterion. The resulting decision data are fitted to a statistical model to produce a score for each student. Cited benefits of comparative judgement over traditional methods include increased reliability, validity and efficiency of assessment processes.	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,151.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	One- One tuition has been shown to have an impact of +5 months and have high impact for moderate cost.	1

<p>Reading Recovery and Targeted Writing Support</p>	<p>Reading Recovery is recognised as an example of good practice in literacy education by Early Intervention Foundation; European Literacy Policy Network (ELINET); Institute for Effective Education (IEE). The EEF also find that develop reading comprehension strategies have an impact of +6 months and one-one tuition have an impact of + 5 months, having high impact.</p> <p>Our current cohort of children this term have made average progress of +6 RR levels.</p>	<p>2 3</p>
<p>Nessy</p>	<p>Case studies of groups of children using Nessy have demonstrated the progress that children can make using this intervention. Trials were conducted with children aged between 7-11 years. Using standardised reading and spelling assessments to measure student reading age before and after the trial, students on average made a gain of 1 year after 18 weeks of using Nessy Reading. The majority of children increased their reading ability by 2 years or greater.</p>	<p>2 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching Programme</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes (EEF)</p>	<p>1 2 3</p>
<p>JPP Class teacher release time (to work with children in small groups)</p>	<p>+6 months by providing effective feedback to children (EEF). Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1 2 3</p>

<p>Internal Moderation Release time (Year Two and Year 6)</p>	<p>One of the most powerful research-based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria.</p> <p>The purpose of moderation is to make consistent, valid, evidence-based decisions.</p> <p>Moderation can be used within an improvement cycle:</p> <ul style="list-style-type: none"> • before assessment to build agreement around what achievement of standards looks like and plan the teaching and learning program • as an assessment to establish student understanding, monitor progress, and adjust a learning program • after assessment to support consistency of teacher judgement and alignment with curriculum standards 	<p>1 2 3</p>
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Total budgeted cost: £88, 668.49

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 the 2020 to 2021 academic year.

Third Space Learning

Our data shows that we have increased outcomes for all children who took part in the Third Space Learning intervention programme. This programme was able to continue despite any school absences as the children accessed it from home. As such, this intervention will continue, and we will increase the number of children who access it.

Reading recovery

Progress in Reading for all children accessing Reading Recovery was accelerated and we continue to see the majority of children accessing Reading Recovery, completing the programme as they reach a fluent reading level. All children on Reading Recovery reached at least a RR level 21 at the end of the intervention.

This intervention will continue (supplemented by department to enable greater access) We will be using 2021-2022 Jersey Premium funding to continue to pay for KS2 to access Reading Recovery and the Education Department will fund.

Subject Leader Release Days and Senior Leadership Time

Due to COVID, many subject leaders release days did not take place. However, supply was still paid. We then reallocated the supply budget to incorporate coaching release time (which will now be continued into 2021-2022) We have seen an increase in consistency, subject knowledge, embedding pedagogy across the school through introducing the power of coaching.

Times Table Rock Stars

Due to COVID, we saw a dip in children meeting the expected standard in Maths. Times Table Rock Stars will continue to be used for the next year to monitor the impact of this project.

Nessy

Children in Year Four End of Year Expectations in Writing increased from 71% to 80%. Due to the dip in data from COVID, we will continue this intervention to see the full impact on 2021/2022.

No More Marking

No More Marking didn't take place in every year group due to school closures in the UK. No More Marking has increased our writing ages across the school with JPP in jey

year groups e.g.) yr 4 with an average writing age of 10yr 3 months. We are well placed now to use the entry level data for 2021 against the 2022 data. We are tracking the data for trends so will continue this for at least two years to check that it has a measurable in writing ages and confidence.

JPP Class Teacher Release Time

Due to COVID, many subject leaders release days did not take place. However, supply was still paid. We then reallocated the supply budget to incorporate coaching release time (which will now be continued into 2021-2022). We saw a dip in our data across the year groups in all subject areas, which isn't reflective of the JPP class teacher release time. We will continue this during the academic year 2021-2022.

Please point to pupil evaluations undertaken during the 2020 to 2021 academic year, for example, GCSE outcomes, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

What other feedback have you had on your plan or activities?

Pupil Survey 2021/22: 96% stated that teachers listen to what they have to say & 92% stated that teachers helped them to understand what they needed to do next to improve.

Further information (optional)

(Opportunities that may not be funded by Jersey Premium)

The Education Department will be paying for an additional adult to run Reading Recovery with KS1 children this year (2021-2022).

Sports Bug's funding and time will be used for teachers to support Jersey Premium Children (as the children will be accessing Sports Bugs in half class sizes).

We will begin the REAL project again in EYFS when it is safe to do so.