



Jersey Premium strategy statement 2025-2026

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	189
Proportion (%) of Jersey Premium eligible pupils	32%
Academic year/years that our current Jersey Premium strategy plan covers	2025-2026
Date this statement was published	Monday 26th January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Adam Turner
Jersey Premium lead	Lisa Evans

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£93,000
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	£93,000

Part A: Jersey Premium strategy plan

Statement of intent

At St Luke's School, we are dedicated to ensuring that every child is supported to achieve their full academic potential and develop the essential skills and attributes needed for success in secondary education and beyond. Our school community is richly diverse, encompassing pupils from a wide range of socio-economic and cultural backgrounds. We value and celebrate this diversity, holding firmly to the belief that all children should have equal opportunities to succeed — a moral imperative to 'equalise starting points in life' as highlighted by the Sutton Trust's research on educational equity.

Our aim is that by the time pupils leave St Luke's, they possess the confidence, resilience, and maturity to navigate the transitions and challenges they encounter both in school and in life. We recognise that academic success is foundational, but equally important is the development of self-esteem, aspiration, and well-being.

The Jersey Premium funding is strategically deployed to address the knowledge and skills essential for academic achievement, with a particular focus on closing the gaps in literacy and numeracy that have been exacerbated by the pandemic and other factors. This approach aligns closely with the Education Endowment Foundation's (EEF) Teaching and Learning Toolkit, which emphasises the impact of targeted academic support, high-quality teaching, and effective feedback as some of the most evidence-based strategies to accelerate progress for disadvantaged pupils.

Our strategy is informed by the EEF's Guide to the Pupil Premium, which advocates for a comprehensive and evidence-informed approach to narrowing attainment gaps, including the use of diagnostic assessment, targeted interventions, and continuous monitoring of impact. We use our funding not only to support disadvantaged pupils but also to enhance whole-class teaching approaches that benefit all learners, ensuring inclusivity and maximising impact.

The Jersey Premium strategy is closely linked to our School Improvement Plan, focusing on:

- Enhancing teaching and learning through effective feedback and formative assessment.
- Improving attainment and progress in mental maths fluency and mathematical processes.
- Strengthening leadership systems and structures via a coaching model to sustain high-quality provision.

By rigorously tracking and evaluating our interventions and spending, we ensure that resources are used efficiently to provide the best possible outcomes for our pupils.

Ultimately, our commitment through the Jersey Premium is to raise aspirations, build confidence, and create equitable opportunities so that every child at St Luke's can thrive regardless of their socio-economic starting point.

Challenges

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

Challenge number	Detail of challenge
1	<p>Children entering Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) often present with underdeveloped oral language skills, influenced by limited language exposure at home and restricted life experiences. This foundational gap significantly affects their ability to access reading and writing. Alongside language challenges, many children exhibit poor fine motor skills, which directly impact their handwriting development and, consequently, their writing fluency and composition across the school.</p> <p>At St Luke's, our data reflects these challenges, with only 25% of Jersey Premium children reaching the Expected Standard in Writing at the end of KS2, well below the island average of 42%. This highlights the ongoing impact of early oral language deficits and fine motor skill development on literacy outcomes.</p>
2	<p>Specific challenges within children's reasoning and problem-solving skills, within Maths, directly impacts the JPP children's confidence and outcomes. Our 2024/2025 data report revealed that only 38% of Jersey Premium children reached the Expected Standard (EXS) in Mathematics at the end of Key Stage 2, which is below our aspiration of being above the island average for JPP (49%).</p> <p>To address these gaps, we are focusing on enhancing mathematical language and conceptual understanding through Maths Oracy benchmarks. Utilising schemes like Oxford Owl Numicon Essentials, we aim to provide high-quality CPD for staff, equipping them with strategies to improve pupils' mathematical communication and reasoning.</p>
3	<p>A challenge which impacts the achievement of our disadvantaged pupils particularly, relates to their mental health and wellbeing. One significant area of concern is dysregulation observed during lunchtimes, which affects pupils' ability to self-regulate emotions and engage positively with peers. Additionally, there is a clear need to further develop strong class communities to foster a greater sense of belonging and emotional security.</p>

	<p>To address these challenges, we propose the implementation of a structured “Circles” programme across the school. This approach involves dedicated circle time sessions held three times per week for 30 minutes. These sessions will provide pupils with regular opportunities to check in emotionally, discuss key wellbeing issues, and check out before the weekend, promoting consistent emotional support and resilience building.</p> <p>Furthermore, lunchtimes will be enhanced through the introduction of lunchtime groups, where sports coaches will facilitate structured games and sports activities. This approach aims to offer a more supportive and engaging environment than unstructured free play, helping pupils to develop social skills, self-regulation, and positive peer interactions in a safe and supervised setting.</p>
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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
<p>By the end of our current strategy plan, we aim for attainment in both Maths and Writing to exceed the Jersey Island averages, reflecting significant improvement in pupil achievement. Specifically, we target:</p> <ul style="list-style-type: none"> • Writing attainment to reach at least 43%, surpassing the current Jersey Island average of 42%. • Attainment in Writing at the end of KS1 and KS2 to increase with the aim to be at least in line with Jersey averages. 	<ul style="list-style-type: none"> • Progress will be monitored through annual standardised assessments and internal tracking of pupil performance data. • Success will be confirmed when the percentage of pupils meeting the expected standard in Writing, as recorded in end-of-year assessments, consistently exceeds the Jersey Island averages. • Additional analysis will include disaggregated data by pupil groups (e.g., Pupil Premium, SEN, MLL) to ensure improvements are inclusive and equitable. • The number of Jersey Premium children meeting End of Year Expectations in Writing to be at least in line with Jersey Averages and in many classes above average.
<p>Introducing the Oxford Owl Oracy resources will upskill teachers' confidence in teaching problem solving techniques</p>	<ul style="list-style-type: none"> • CPD opportunities will be offered to staff to upskill and develop pedagogy in mathematics.

<p>and ability to model and utilise essential mathematical resources.</p> <p>Children will be able to use Oracy strategies to discuss and explain their thinking and reasoning skills using mathematical language confidently.</p> <ul style="list-style-type: none"> • Maths attainment to reach at least 50%, surpassing the current Jersey Island average of 49%. 	<ul style="list-style-type: none"> • Implementation of Oracy benchmarks and use of resources will be planned for and added into the timetable, subject leads will monitor and observed the implementation to ensure consistency across year groups.
<p>By addressing dysregulation our intended outcome is that our disadvantaged children are able to continue their learning journey when they return to class after lunchtime, able to focus and access learning. It will also provide opportunities for children to learn new games, develop their physical ability and community connections with peers and familiar adults.</p>	<ul style="list-style-type: none"> • Staff can share observations on noticeable improvement of dysregulation post lunchtime. • Learning will be able to begin promptly with less interruption due to emotional regulation. • Children and staff will be able to share positive feedback on building relationships and community. • Children will learn new physical skills and teamwork skills.
<p>To continue to implement a targeted Pupil Conferencing approach where teachers work with small groups of children to provide detailed, formative feedback, address misconceptions, and explicitly teach editing and up-leveilling strategies. This approach aims to accelerate learning progress, particularly for disadvantaged pupils, and improve the quality and independence of pupils' work.</p>	<p>Pupil Progress Data</p> <ul style="list-style-type: none"> ○ Analysis of termly assessment data to track progress in writing and other relevant subjects for pupils involved in conferencing groups. ○ Specific focus on progress made by disadvantaged pupils and those with identified learning needs. <p>Work Sampling and Moderation</p> <ul style="list-style-type: none"> ○ Regular review of pupils' work to assess improvements in editing, up-leveilling, and reduction of misconceptions. ○ Evidence of increased pupil independence in revising work. <p>Teacher and Pupil Feedback</p> <ul style="list-style-type: none"> ○ Surveys and interviews with teachers and pupils to evaluate the perceived effectiveness and confidence in the conferencing process.

	<ul style="list-style-type: none">○ Monitoring of pupil engagement and motivation during and after conferencing sessions. <p>Attendance and Participation Records</p> <ul style="list-style-type: none">○ Tracking attendance and participation rates in pupil conferencing groups, ensuring equitable access. <p>Impact on Attainment Gap</p> <ul style="list-style-type: none">○ Comparative analysis of attainment data between disadvantaged pupils and their peers over the strategy period.
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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: £40,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Table Rock Stars £477	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
Pie Corbett Talk4Writing CPD – KS1 & KS2 £1110.60	The EEF supports high quality evidence informed professional development for all staff as a lever to improve teaching, learning and outcomes. Research more broadly shows that structured oral language and explicit modelling approaches which are centra to Talk for Writing, are especially beneficial for disadvantage pupils.	1
Numicon (CPD + Resources) £290 (subscription) £3000 (resources)	The EEF recognises the value of manipulatives such as Numicon as an effective maths teaching and learning tool for representation and is recommended in their maths guidance.	2
Team Teaching Approach Additional teacher in Yr6 3xweekly. £35,340	The EEF's 'targeted Academic support' guidance confirms that small groups and one-to-one support can be powerful when carefully targeted and linked to the classroom teaching.	1 2 3

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

Budgeted cost: £906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy	<p><i>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.</i></p>	1
High quality books in class & library	<p><i>The EEF emphasises that reading and writing instruction should be rooted in high-quality literature.</i></p> <p><i>EEF evidence reviews note that disadvantages pupils are less likely to have access to books at home.</i></p> <p><i>Interconnectivity between R & W:</i></p> <p><i>Reading = breathing in / writing = breathing out.</i></p>	1
Kinetic Letters handwriting programme £816	<p>The EEF identifies handwriting as a transcriptional skill that underpins writing fluency. This programme insure consistency in teaching and handwriting language across the school, as well as both gross and fine motor development as part of the structured sessions.</p>	1
Teachmate.com £ SLTAI.co.uk £90	<p>This enables high quality/consistency across the school in terms of learning intentions/questions, Success</p>	

	Criteria, bespoke and personalised resources, etc.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Conferencing Programme £54,900	Providing feedback is a well-evidenced and has a high impact on learning outcomes (EEF)	1 2 3
JPP Class teacher release time (to work with children in small groups)	+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.	1 2 3
Internal Moderation Release time (Year Two and Year 6)	<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. 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 	1 2
"Circles" programme across the school. Costs to be confirmed.	This approach involves dedicated circle time sessions held three times per week for 30 minutes. These sessions will provide pupils with regular opportunities to check in	Available staff: 4x teachers 3x supply/additional teachers 3x teaching assistants

	emotionally, discuss key wellbeing issues, and check out before the weekend, promoting consistent emotional support and resilience building.	Children = 95 in KS2
Lunchtime Sports and Activities groups £ to be explored	Sports coaches will facilitate structured games and sports activities. This approach aims to offer a more supportive and engaging environment than unstructured free play, helping pupils to develop social skills, self-regulation, and positive peer interactions in a safe and supervised setting.	Children = 50 per session Currently: 2x Teaching Assistants 1x Sports Bugs Need: 1 additional Sports Bug 1 additional TA

Current total: £96,371

Total budgeted cost: £96.000

Overspend of £371 funded by School Budget.

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 2024 to 2025 academic year.

As of Autumn 2025, 63% of disadvantaged (JPP) children are working at the Expected Standard or above in Reading, 42% in Writing, and 49% in Maths. We acknowledge that historic inconsistencies in the effectiveness of teaching in some classes have contributed to a data lag for these groups. Consequently, an intensive catch-up programme, aligned with our school improvement plan, is in place to rapidly close gaps in progress and attainment for these pupils.

Evidence-Based Interventions Supporting Progress

1. Literacy Intervention

Consistent with the EEF's emphasis on targeted academic support, literacy interventions such as Reading Recovery have accelerated progress in Reading and Writing for participating pupils. The majority of children complete the programme upon reaching fluent reading levels, with all achieving at least RR level 21 by the end of the intervention. This aligns with EEF findings that high-quality, evidence-based literacy interventions significantly improve outcomes for disadvantaged pupils.

2. Subject Leader Release Days and Senior Leadership Time

Releasing subject leaders and senior leaders for focused quality assurance supports the EEF's recommendation to develop high-quality teaching. Through direct engagement with pupils and curriculum review, subject leaders identify strengths and areas for improvement, fostering consistency and high standards across the school. This ongoing professional development and targeted support enhance teaching effectiveness, directly benefiting disadvantaged pupils by ensuring that curriculum delivery and pedagogical approaches meet their needs.

3. Digital Learning Tools: Times Table Rock Stars, Spelling Shed and Nessy

These interactive platforms provide personalised, adaptive practice in key areas such as maths and literacy, offering immediate feedback and engaging learning experiences. According to the EEF toolkit, technology-supported interventions can boost motivation and attainment when implemented thoughtfully. The data generated from these tools enables teachers to tailor instruction effectively, supporting accelerated progress for disadvantaged pupils.

4. Pupil Conferencing through JPP Class Teacher Release Time

Small group pupil conferencing aligns with EEF recommendations on effective

feedback, providing personalised, timely, and actionable feedback that moves learning forward. Teachers work closely with pupils to identify misconceptions, support editing and up-levering of work, and foster metacognitive skills. This approach not only improves academic outcomes but also builds pupil confidence and engagement, empowering learners to take ownership of their progress.

Strategic Impact and Monitoring

This comprehensive approach reflects the EEF's tiered strategy for pupil premium use: prioritising high-quality teaching, targeted academic support, and addressing non-academic barriers through engagement and motivation. Progress will be monitored through:

- Termly assessment data tracking attainment and progress of disadvantaged pupils.
- Work scrutiny evidencing improved quality and independence in pupil work.
- Feedback from pupils and staff on the effectiveness of interventions.
- Analysis of digital tool usage and impact on learning outcomes.

Through these measures, we aim to sustain accelerated progress, close attainment gaps, and ensure all pupils achieve their full potential.

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

Pupil Survey 2024/25: 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)

- Additional funding used for teachers to support Jersey Premium Children (as the children will be accessing Sports Bugs in half class sizes).
- Caring Cooks – 6 week cooking programme in all classes Yr1 – Yr6.
- JMS – whole class music programme (Yr4 & Yr2).
- PTA funded additional class visits & trips as part of “St Luke’s Bucket List” – these experiences are designed to enrich and develop children’s vocabulary

Reading for Pleasure

- REAL project in EYFS.
- ECOF reading support – EYFS, Yr1 and 2
- ECOF Book Buddies at Jersey Library
- Re-Allocation of “Library replacement” funding, following 2023/24 Fire audit, to further develop class book corners.
- Class stock of age/stage appropriate new fiction “class readers” purchased for each class, for the academic year – protected daily story time.
- Access to workshops (online and face-to-face) with authors (fiction & poets).