

St Luke's School
JERSEY PUPIL PREMIUM
Review Report



2018/2019

Summary information					
School:	St Luke's School				
Academic Year:	2019	Budget	£56,280	Review date:	Plan to be reviewed monthly.
Total number of pupils	188	Total Number of JPP pupils	71		

Early Phase (Rec & Yr1)

Speech & Language	
<i>There will always be children in school facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</i>	
Possible barriers: large numbers of children entering Rec with SALT needs	
Desired outcome: High quality vocabulary and speech & language is modelled, supported and taught.	
Action: Speech and Language support in EYFS/Yr1 – additional adults to support SALT programmes and model language, enhance provision to stimulate speech and language.	
Quality Assured/external monitoring: EYFS Advisor / SALT Team	
Timescale: Daily morning support.	Additional Adult in EYFS/YR1 x3 mornings per week Cost: 1x TA Grade 5, 1x TA Grade 4, 3hrs per day £7,590 Additional Adult in Yr1 to support EAL/SALT needs Cost: £2,640
Impact: 100% of children receiving this intervention have made progress with 38% making accelerated progress.	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – in liaison with SALT team and with additional staff being trained in Welcomm. Also addition of new intervention “St Luke’s Littlies” with a focus on SALT provision for younger siblings (pre-school).	
WELCOMM	
Possible barriers: large numbers of children entering Rec with SALT needs	
Desired outcome: High quality vocabulary and speech & language is modelled, supported and taught.	

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Action: Purchase the WELLCOMM kit and train EYFS SENDCO in the implementation of this tool.	
Quality Assured/external monitoring: EYFS Advisor / SALT Team	
Timescale: Ongoing	Cost: £365
Impact: 100% of children receiving this intervention have made progress with 38% making accelerated progress.	
Will this action be repeated (if yes, how will it be adapted/developed?):	
Easy Peasy APP	
Possible barriers: large numbers of children entering Rec with SALT needs	
Desired outcome: High quality vocabulary and speech & language is modelled, supported and taught at home and school.	
Action: Purchase the Easy Peasy App and train EYFS SENDCO in the implementation of this tool. Open this p for home use.	
Quality Assured/external monitoring: EYFS Advisor / SALT Team	
Timescale: Ongoing	Cost: £939
Impact: 88% of children made progress with this intervention – 25% made accelerated progress.	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – this app can not be adapted so role out will continue as previous year.	

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Middle Phase (Year 2 & Year 3)

English - Reading
Reading recovery (Yr2)
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.
Desired outcome:
Action:
Quality Assured/external monitoring: Caroline Whitehead
Timescale: Daily ½ hour 1:1 Reading Recovery Session (½ reading support).
Impact: 100% children made accelerated progress.
Cost:£46 per hour = £9,660
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – additional opportunities for class teachers to observe sessions and incorporate practice into their class.
English - Writing
Reading recovery (Yr2): Writing sessions
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.
Desired outcome:
Action:
Evidence and rationale:
Timescale: Daily ½ hour 1:1 Reading Recovery Session (½ writing support).
Impact: 100% children made accelerated progress.
Cost: included in above.
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – additional opportunities for class teachers to observe sessions and incorporate practice into their class.
BR@P
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.
Desired outcome: JPP progress in Reading to be extended using the Boost Reading @ Primary School programme.
Action: BR@P (inc staffing) resources and training.

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Evidence and rationale: Children make greater progress and close the gap in Reading using this bespoke programme.
Timescale: 3 afternoons per week
Cost: £1518 (£11 per hour x 3 TA Grade 4, x 2hrs, x 23 weeks)
Impact: Variable results due to staff shortages (staff needed to be redeployed based on high need SEN).
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – link with class TA practice to attempt to ring-fence time where possible.

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Upper Phase (Year 4, Year 5 & Year 6)

Yr6 extension activities reading & writing	
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.	
Desired outcome: raise outcomes for writing across all groups inc JPP	
Action: Same day catch up sessions where misconceptions can be addressed.	
Quality Assured/external monitoring: Caroline Whitehead	
Timescale: Daily morning support.	
Cost: £46 per hour = £11,040	
Impact: 78% children were secure for their year group, in writing, at the end of the intervention (compared to 33% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional elements such as Talk for Writing (Pie Corbet) and Text Drivers writing.	
Yr6 Gap filling activities reading	
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.	
Desired outcome: raise outcomes for reading across all groups inc JPP	
Action: Same day catch up sessions where misconceptions can be addressed.	
Quality Assured/external monitoring: Caroline Whitehead	
Timescale: Daily morning support.	
Cost: £46 per hour = £11,040	
Impact: 75% children were secure for their year group, in Reading, at the end of the intervention (compared to 52% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional opportunities to develop love of reading – develop book corners (see SIP)	
NESSY	
Possible barriers: Link to JPP pupil info sheets for each class – general barriers include parents unsociable working hours, single parent/many siblings, low parents reading skills.	
Desired outcome: JPP progress in Reading to be extended using the Boost Reading @ Primary School programme.	
Action: BR@P (inc staffing) resources and training.	
Quality Assured/external monitoring:	
Timescale: 5 mornings per week	Cost: £1022.50

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Impact: 75% children were secure for their year group, in reading, at the end of the intervention (compared to 52% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional opportunities to develop love of reading – develop book corners (see SIP)	
Maths – Gap filling/extension (personalised)	
Possible barriers: High levels of Jersey Premium children are below Age Related Expectation in maths.	
Desired outcome: Children's progress and attainment in Maths (including their confidence and attitude towards maths) improves	
Action: Third Space – Maths Intervention – Yr6	
Evidence and rationale: Maths graduates working 1:1 with children to support gaps in learning. Growth Mind-set is used to ensure a positive attitude is developed in the subject.	
Timescale: Weekly (Spring Term)	Cost: £4,555.43
Impact: 78% children were secure for their year group, in Maths, at the end of the intervention (compared to 15% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional opportunities to develop love of reading – develop book corners (see SIP)	
Possible barriers: High levels of Jersey Premium children are below Age Related Expectation in maths.	
Desired outcome: Children's progress and attainment in Maths (including their confidence and attitude towards maths) improves	
Action: Times Table Rock Stars (to start in Upper Phase and then move into Middle Phase/Yr1)	
Evidence and rationale: Online Times Table training	
Timescale: Weekly (Spring Term)	Cost: £90
Impact: 78% children were secure for their year group, in Maths, at the end of the intervention (compared to 15% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional opportunities to develop love of reading – develop book corners (see SIP)	

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Whole School

Maths:	
Data indicates that there is a gap (higher than 10%) between JPP children and their peers :	
Desired outcome:	
Action: Mastery in Maths – work with UK specialists – Staff INSET & training, visiting UK schools (link with Tri-School)	
Evidence and rationale:	
Timescale: April INSET, UK visit in Spring term & school training/staff meeting Summer term.	Cost: £580 (UK trip – Maths Lead + HT) £500 INSET £500 staff training/Staff meeting
Impact: 78% children were secure for their year group, in Maths, at the end of the intervention (compared to 15% previous year)	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – introduce additional opportunities to develop love of reading – develop book corners (see SIP)	
Subject Leadership – increase capacity in supporting/monitoring JPP	
Desired outcome: School leaders are supported in their role to better quality assure, monitor impact and outcomes for their subject areas.	
Action: “The Key” online resource (including CDP package) to Expanding/Enhancing Leadership capacity through the school.	
Evidence and rationale: Teaching and learning are enhanced through greater leadership capacity and impact on JPP outcomes.	
Timescale: ongoing	Cost: £595 + £370
Impact: Data gathered from all subjects as well as presentation in books and staff confidence/children’s access to high quality foundation subjects shows a steady improvement.	
Will this action be repeated (if yes, how will it be adapted/developed?): Yes – provide additional Subject leader training & support via outside advisors/Department training (e.g. OLEVI training)	
Whole School actions that impact on multiple areas both curriculum & pastoral:	
Desired outcome: School leaders support class teachers and provide enhanced quality assurance, monitoring impact and outcomes for their subject areas.	
Action: Leadership time to monitor JPP progress & achievement in all subjects	
Evidence and rationale: Teaching and learning are enhanced through greater leadership capacity and impact on JPP outcomes.	
Timescale:	

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Core subjects = 2x day supply per term
Foundation Subjects = 1x day supply per term

Impact:

Will this action be repeated (if yes, how will it be adapted/developed?):

Whole School actions that impact on multiple areas both curriculum & pastoral:

Desired outcome: School leaders support class teachers and provide enhanced quality assurance, monitoring impact and outcomes for their subject areas.

Total spend = **£56,280**