

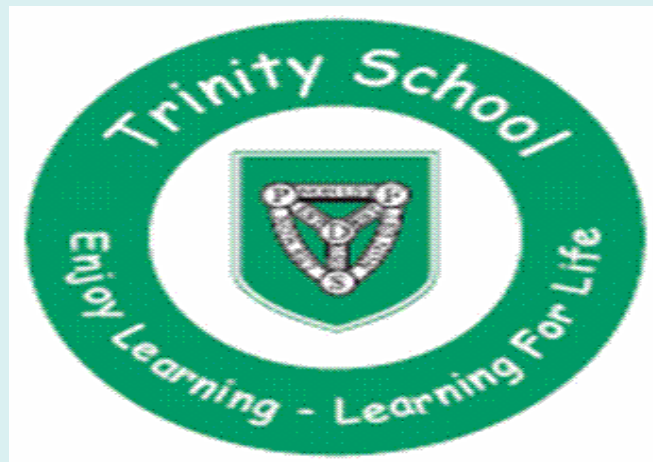
# Jersey Premium Strategy Plans 2021

States  
of Jersey

Children, Young People,  
Education and Skills

School Name:

## Trinity Primary



Pupils in school:

## 217

Proportion of pupils eligible for  
Jersey Premium

## 15%

Projected Jersey Premium allocation this academic year

## £ 38,500

Publish date:

January  
2021

Academic year or years  
covered by statement

2021

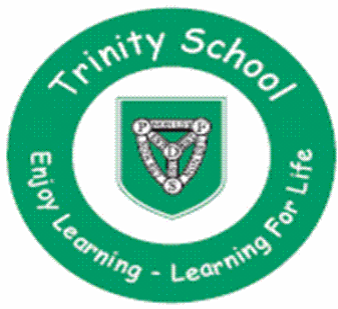
Review Date:

December  
2021

Statement authorised by: Mrs Katy McMahon (Headteacher)

Jersey Premium Lead: Mr Chris Godden

Department lead (CYPES): Mrs Cris Lakeman



# Jersey Premium Strategy Plans 2021

The purpose of this planning document is to set out Trinity School's Jersey Premium funding strategy for 2021. The strategy works alongside the School Development Plan (SDP) and is part of an ongoing process that will be used as a working document to improve outcomes for pupils. The strategy will be evaluated and reviewed throughout the year.

## Relevant Strategic School Aims (from the SDP):

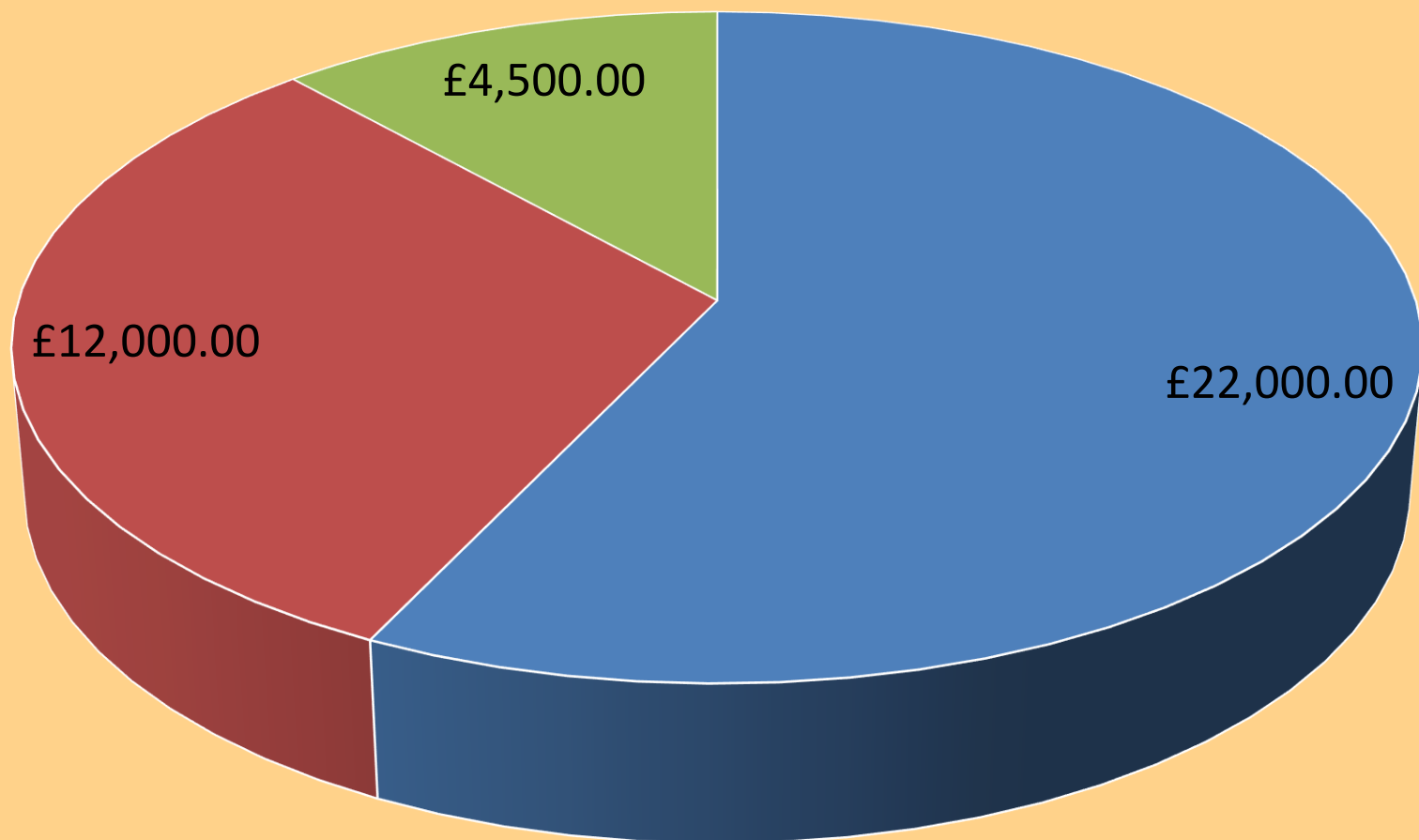
- To ensure consistently high quality teaching and learning that adapts to pupils needs;
- To continue to raise standards in Mathematics across the school;
- To improve the quality of teaching and learning in order to improve outcomes for pupils;
- To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;
- To develop systems in school for supporting children's mental health and well-being;

## A three-tiered approach

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. These are:

- Teaching - 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.

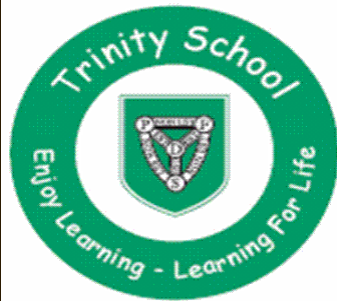
## Projected JP spend 2021



■ Teaching ■ Targeted ■ Other

**“Everyone who works with children should do what is in the best interests of the child.”**

**Article 3 United Nations Rights of the Child**



# Jersey Premium School Report 2021

## Teaching priorities 1

| Aims  | Activities   |
|---|--|
| <p>To ensure consistently high-quality teaching and learning that adapts to pupils needs.</p> <p>To provide individual or phase identified CPD opportunities for staff based on self-identified needs.</p> <p>To provide coaching and/or triad model of learning.</p> | <p>We want to develop a culture and system of self-reflection and improvement within the teaching staff – where they identify areas for their own development and then carry out training, research and practice to enhance the quality of teaching and learning for all pupils.</p> <p>Phase leaders are going to facilitate this within their phase using a coaching style when appropriate.</p> <p>The area of development might be an individual goal or a whole phase goal that they are going to work together on. This triad method of working might involve joint planning, observations, research and evaluations.</p> <p>A subscription to Optimus Education will be purchased to help support CPD with online webinars, training programmes and research.</p> |

**Expected Outcomes:**

Improvements in identified staff knowledge, skills and/or practice evident through:

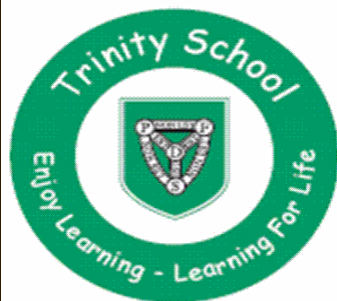
- Staff training logs
- Observations (peer and formal),
- Learning walks
- Work scrutinises
- Pupil voice

High-quality teaching and learning evident through:

- Expected or above outcomes for pupils in each class – teacher judgements and formal assessments

**Costs – approx. £9000**

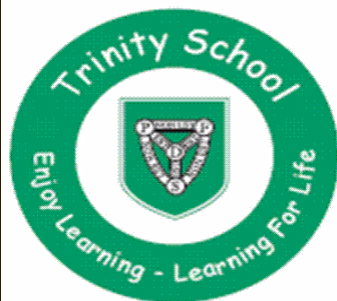
- Subscription to Optimus Education,
- 1 day release time per term for class teachers,
- Potential release time for coaching when appropriate.



# Jersey Premium School Report 2021

## Teaching priorities 2

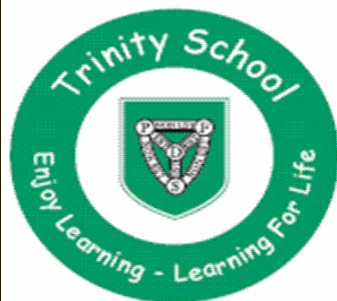
| Aims   | Activities  |
|--|---|
| <p>To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;</p>   | <p>Teachers will be given release time to carry out some focused action planning and progress meetings for the JP children in their class. This will include conferencing and pupil voice opportunities to feedback and understand their strengths and barriers. Part of these meetings will be with the Deputy Head in a coaching style.</p> <p>The purpose is to ensure careful consideration of JP needs by looking closely at the data and barriers identified and then empowering the teacher to implement actions to help move the child or children forward in their learning.</p> <p>There will some opportunity during the year for a 3-week targeted challenge to be used to help booster learning in specific identified areas. This will be a daily intervention from an appropriate teacher for 3 weeks.</p> |
| <p>Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• Outcomes for pupils in receipt of Jersey Premium will show progress (teacher judgements and formal assessments);</li> <li>• A case study and action plan document will be used to show the learning journey for each child and evidence for the impact of the plan. this should include some impact on PIRA, PUMA or similar benchmarks.</li> </ul> |   |
| <p>Costs – approx £12,000</p> <ul style="list-style-type: none"> <li>• Release time for class teacher to plan, assess and conference Jersey Premium children;</li> <li>• Release time for the Deputy Head to have coaching sessions with class teachers,</li> <li>• Funding for the 3-week targeted challenge during the year.</li> </ul>  |   |



# Jersey Premium School Report 2021

| Targeted support   |   |
|--|---|
| Aims   | Activities  |
| <p>To raise standards and pupil outcomes.</p> <p>To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase.</p>   | <p>Targeted learning support provided throughout the year by learning support assistants in the key areas of maths and reading, including an afterschool maths club.</p> <p>Interventions will be for set periods of time and start and end data will be collected.</p> |
| <p>Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• Individual pupil progress in collected data;</li> <li>• PIRA and PUMA data progress;</li> <li>• Higher % 100+ standardised score;</li> <li>• Higher % of 'secure' pupils at the end of year.</li> </ul> |   |
| <p>Costs – approx. £12,000</p> <ul style="list-style-type: none"> <li>• Afterschool maths club</li> <li>• Booster reading sessions including BR@P</li> <li>• Other booster maths interventions</li> </ul>  |   |





# Jersey Premium School Report 2021

| <b>Other strategies priorities</b>   |   |
|--|---|
| <b>Aims</b>  | <b>Activities</b>   |
| <p>To develop systems in school for supporting children's mental health and wellbeing;</p> <p>To increase pupil awareness of their emotions and their self-regulation skills.</p>  | <p>The Zones of Regulation is to be introduced and taught across all year groups in order to upskill the children in using the language and concepts of the Zones.</p> <p>Upskill all staff in the language and concepts of the Zones and ensure through training and policy that it is understood and followed.</p> <p>Create Zones toolboxes for all children and Zones areas in classes (if appropriate) so that self-regulation can be encouraged, and they can access an appropriate tool if they are in one of the Zones.</p> <p>Reteach the Decider skills as part of the Zones toolbox.</p> <p>Afterschool ELSA support one day a week set up to ensure that there is a regular slot weekly for pupils to access.</p> |
| <p>Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• Pupils can recognise and vocalise their emotions;</li> <li>• Pupils access tools to help them self-regulate;</li> <li>• Evidence of self-regulation in classroom (observations, pupil voice, staff voice) been used;</li> <li>• Reduction in blips in the classroom.</li> </ul> |   |
| <p>Costs – approx £4,500</p> <ul style="list-style-type: none"> <li>• Zones of Regulation resources</li> <li>• 'Toolbox' resources for each classroom – sensory, calming, physical equipment</li> <li>• Afterschool ELSA session</li> </ul>  |   |