

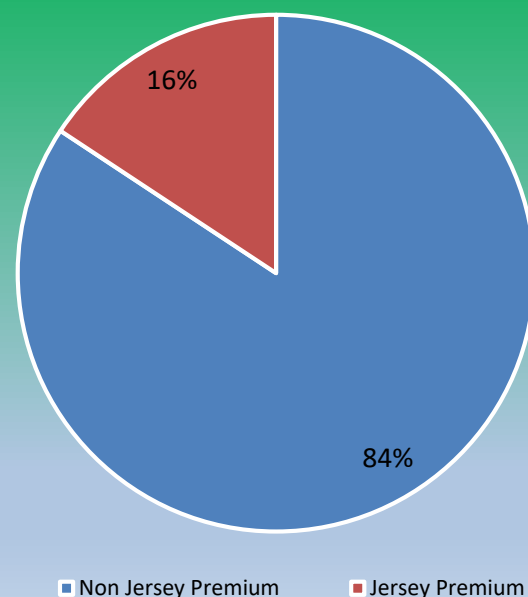
Jersey Premium School Report 2020

Jersey Premium Roles

Headteacher- Katy McMahon
Jersey Premium Lead – Chris Godden

All teachers have responsibility for overseeing the academic and emotional wellbeing of all the pupils in their class, this includes those eligible for Jersey Premium Funding. They do this through high quality teaching and assessment.

Children eligible for Jersey Premium



Trinity School's
Jersey Premium Allocation
2019-20

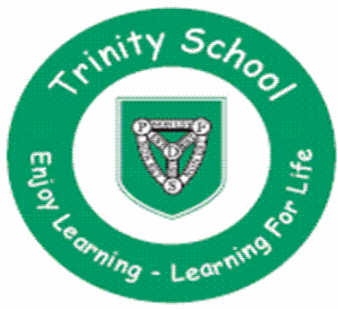
£34,150

At Trinity School we have a small percentage of children who are eligible for Jersey Premium so it was important for us, when planning our strategy and in producing this report, to be sensitive to the possibility of identifying individual children.

The plan for 2020 and this report has been greatly disrupted by the Covid-19 Pandemic.

What is Jersey Premium?

Jersey Premium is an initiative introduced by the Education Department, based on the 'Pupil Premium' model in the UK. It is a funding programme for schools that targets extra money at pupils whose families' income is supplemented through the Social Security Department. The purpose behind the initiative is to help all children get the very best from their education by supporting groups of children who might be vulnerable to underachievement. Jersey Premium is designed to enable all pupils, no matter what their circumstance, to reach their full potential by ensuring that all pupils receive high-quality teaching based on a detailed understanding of their needs or barriers to learning. The Jersey Premium money is paid directly to the Schools, and it is up to the leadership team of each school to decide how the Jersey Premium funding will be used within their context and to best suit their pupils.



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Relevant Strategic School Aims (from the SDP)

Last year's JP plan was based on the following whole school strategic aims taken from the School Development Plan:

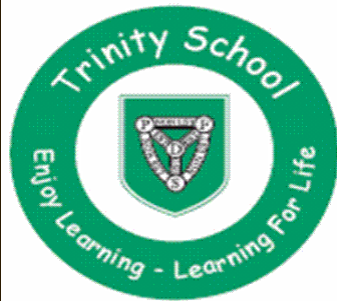
- To ensure consistently high quality teaching and learning that adapts to pupils needs;
- To improve the quality of teaching and learning in order to improve outcomes for pupils;
- To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase (at least average end of KS2 reading, writing and maths scores. This will be compared to our statistical neighbours);
- To ensure outstanding behaviours and attitudes outside the classrooms as well as maintaining behaviours and safety within;
- To develop systems in school for supporting children's mental health and well-being;
- To continue to develop Learning Powers to enable children to articulate their learning behaviours.

Furthermore, an analysis of the data collected has identified raising standards in maths as a particular school priority.

A three-tiered approach to the plan

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.

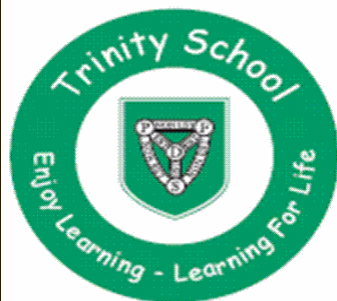


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Teaching priorities		
Measure	Aims	Activities
Priority 1	<p>With maths as a focus:</p> <p>To ensure consistently high quality teaching and learning that adapts to pupils needs;</p> <p>To improve the quality of teaching and learning in order to improve outcomes for pupils;</p> <p>To improve the quality of maths teaching across the school to raise pupil progress and attainment standards in maths.</p>	<p>Work with the maths advisors for Jersey and implement recommendations.</p> <p>Maths lead to continue to develop quality teaching of Maths through monitoring short term plans, planning and resourcing.</p> <p>Provide teachers with the time and professional development opportunities needed for well-planned, well-resourced high quality teaching and assessment for learning for all in maths e.g. through opportunities to plan, assess, deliver and evaluate them with the maths lead.</p> <p>Oversee the planning and delivery of short term/early interventions to support children falling behind and/or not making enough progress in Maths.</p>

Impact:

- Changes have been made to weekly maths planning and daily whole class reflections by the class teacher introduced which are recorded on the planning and communicated to children the next lesson. Weekly planning, work and reflection scrutinises have shown teacher knowledge of the content and vocabulary has developed and their understanding of approaches and strategies needed for individual lessons has improved, including differentiation and scaffolding.
- Comparison of the data collected is not reliable at this stage due to the lockdown period.
- The maths coaching model was unable to take place due to school closures and Covid-19 restrictions.



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Teaching priorities for current academic year

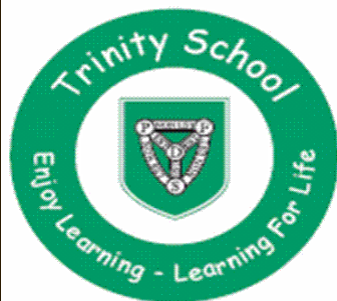
Measure	Aims	Activity - What do we plan to do?
Priority 2	<p>To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;</p> <p>To ensure that all staff have an understanding of the needs, expectations and strategies to support vulnerable learners at the school and an understanding of their own responsibilities within those strategies.</p>	<p>Time for 1-1 pupil conferencing and reviews to ensure pupil voice.</p> <p>Continued emphasis on the importance of well-planned, high quality teaching and assessment for learning for all (formative assessment/Rosenshine's Principles).</p> <p>Ensure that reviews of progress are ongoing throughout the year and acted upon – pupil progress meeting and monitoring of conferencing.</p>

Impact:

Conferencing sessions took place in the Spring term and Autumn term 2020 between the class teacher and pupils to dig deep into the strengths and barriers. Individual targets were set where appropriate. Implementation of any Spring term targets were disrupted by lockdown.

During lock down iPads were provided to any families where lack of devices were possible barriers to accessing online learning.

Following lockdown analysis was undertaken to identify learning gaps for children and if any groups were particularly affected. In the Autumn term 2020 after school maths booster groups and individual reading boosts were carried out with children in Year 6.



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Targeted academic support for current academic year

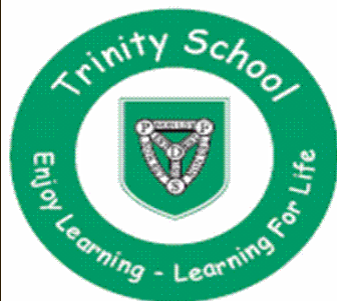
Measure	Aims	Activity - What do we plan to do?
Priority 1	<p>To ensure that pupils in receipt of Jersey Premium achieve in line with their peers at the end of each phase;</p> <p>To raise standards of maths by targeting gaps in individual pupil learning.</p>	<p>Continue to plan, implement, monitor, develop, resource and review 1-1 and small group interventions in Maths and English (including Boosting Reading @Primary and Well Comm)</p> <p>Develop the after school maths interventions to address difficulties and gaps for groups of children in number.</p> <p>As appropriate, provide additional hours for teaching assistants and teachers to help provide the resources needed to deliver interventions effectively.</p>

Impact:

Using the data from our termly maths PUMA assessments we have provided small group booster sessions both within school and afterschool for KS2 pupils. In total in 2020, 40 children benefited from this support during the Spring Term 2019-20 and Autumn Term 2020-21. Unfortunately, these groups were disrupted by the lockdown.

The sessions focused on place value, number and calculations. All pupils enjoyed the club and confidence in maths both during the session and afterwards increased for the vast majority of the pupils.

Although some of the possible data we could gather was affected by the Covid-19 disruptions, of the comparative data we were able to gather (approx. half of the children), 88% of children made progress, 61% making more than expected progress.



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Wider strategies for current academic year

Measure	Aims	Activity - What do we plan to do?
Priority 1	To develop systems in school for supporting children's mental health and well-being; To continue to develop	To further embed and develop quality teaching practices related to engagement and self-regulated learning, for example - Learning Powers, traits, no-hands, Zones of Regulation. Provide support for eligible pupils who are not achieving expectations.

Impact:

During lockdown The Decider Skills were taught virtually by the Deputy Head to Year 1 and above. The impact of this is difficult to evaluate – feedback was positive from the families who engaged, but the skills need to be retaught in school to ensure all children have had access to it.

All staff have received basic training in the Zones of Regulation and from September 2021 The Zones of Regulation lessons have been taught by the Deputy Head in all KS2 classes. This is in the early stages of whole school implementation and so the impact is not yet known.

Links:

The Decider Skills - <https://www.thedecider.org.uk/>

Zones of Regulations - <https://www.zonesofregulation.com/index.html>