

Jersey Premium Strategic Planning (secondary)

1. Summary information					
School	Le Rocquier School				
Academic Year	2018	Total JP budget: £136,530	£136,530	Date of most recent JP Review	Feb 2018
Total number of pupils	803	Number of pupils eligible for JP	324	Date for next internal review of this strategy	Nov 2018

2. Current achievement		
	Pupils eligible for JP	Pupils not eligible for JP
Schools' percentage of pupils achieving five or more GCSEs (or equivalent) including English and mathematics - 5 A* to C.	28%	36%
Schools' percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above	32%	70.37%
Schools' value added progress score 5 A* to C including English and mathematics	-13	-13
Schools' value added progress score across eight subjects. i.e. best 8 value added	33.4	38.1

3. Barriers to future attainment (for pupils eligible for JP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students experiencing challenges in understanding core mathematical skills
B.	Some students are below targeted levels in writing, comprehension and vocabulary
C.	Students low attendance and a lack of awareness in opportunities available to them
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates and competency in English as a second language

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improved ability to access the mathematics curriculum and apply the skills within their maths lessons. Regular pre and post tasks to be programmed to access progress in specific skills and attitude following planned intervention.</p> <p>Higher grades achieved at GCSE which meet or exceed their target grades</p>	<p>Maths assessment and work scrutiny display clear progress in key skills as measured by specific planned tests of progress.</p> <p>Examination targets (based on CAT, KS2 and Jersey cohort data) is used as a baseline. SLT/HOF discuss these targets and, from 3/4 indicators, an aspirational grade is taken in the majority of cases. GCSE examinations should show students, including JP students, exceeding their target grade.</p>
B.	<p>Improved literacy and oracy skills which provides students with the skills to access questions and interpret them accurately, across the curriculum.</p> <p>Development of reading skills, and increase in enjoyment and growth in independent reading</p> <p>Students who have English as their second language make increased progress in their learning across the curriculum</p>	<p>At the end of KS3, 70% of students will be L1 or above (GCSE criteria). KS2 data indicates that 73% of students should be 4-9 and 51% 5-9 at GCSE grades. At KS4, aspirational best grade targets are 80% at 4-9 and 58% at 5-9. These targets are significantly higher than 2017 and we are aiming for at least a 10% increase in pupil performance.</p> <p>Reading test results show increase in ability and student surveys indicates growth in books read</p> <p>Edexcel end of year tests and GCSE questions at KS4 are used as assessment. Grading is checked by the English Edexcel examiner in the school.</p>
C.	<p>Students attendance increases and parents attendance at parents' evenings.</p>	<p>Attendance data indicates a rise in attendance to the target of the pastoral improvement plan. Attendance statistics shows an increase in parental involvement highlighted by an increased parental attendance at parents' evenings. With a current attendance at parents' evening on 71%, this would look to increase to 74%.</p>
D.	<p>Students report a positive attitude to school and the relationships they form and shown evidence of increased well being</p>	<p>The homework and breakfast clubs are well attended by students (identified either by a previous attendance of 90-95%, or students with repeated homework infractions) and homework is completed to a high standard. The school's PIP (Pastoral Improvement Plan) has a 96% target.</p> <p>Students survey report positive results on well-being and relationships</p>

5. Planned expenditure					
Academic year		2018			
The three headings below enable schools to demonstrate how they are using the Jersey Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students are able to display skills across the curriculum and show an increased ability in accessing examination questions	Focus on attaining core skills in Maths, English and Science to support students across the curriculum	Assessments and internal review suggests that students experience challenges in relation to core skills. Faculties report an increased requirement for literacy and comprehension skills in the revised GCSE examinations	Students' progress will be monitored during data drops and through work scrutiny. Specific testing to be undertaken to highlight progress in examination techniques and to identify further targets for intervention.	HOF	June 2018 Nov 2018
Students improve their grades at science GCSE to meet their target. The schools value added score is improved from 2017	Targeted inset for science staff from the examination board to assist in exam preparation for students and staff	New specifications and grade boundaries. Results from 2017 indicate a need to address a number of teaching strategies in science to improve student achievement	Attendance at exam training and follow up on INSET day Modifications to teaching strategies linked to exam requirements and re-focus on exam preparation in lessons.	MB	March 2018 – Exam board training April 2018 - Inset September 2018
In KS3 to develop key mathematical skills to overcome barriers to progression.	Targeted students to be supported in small groups to develop specific skills. Specialist staff employed to work with groups in classrooms to support JP students.	Internal reviews suggest that students without the skills make less mathematical progress.	Progress will be expected in 70% of students showing improved outcomes by at least 10% (a grade boundary between GCSE grades), followed by post-intervention testing and attitudinal surveys.	FWi/ CGr	4 weekly cycle

In KS4 to develop students mathematical examination skills which results in higher grades at GCSE which at least match or exceed target grades.	Students will be supported in class groups, in small groups or in 1:1 intervention to develop their ability to reach their target grade at GCSE. Specialist staff employed to work with groups in classrooms to support JP students.	Work scrutiny and teacher assessments highlight the need for designated students to receive additional support to develop their understanding of key maths concepts required for GCSE.	Pupil voice will result in 75% of students showing confidence in their mathematical ability. The results of Mock 2 were raised by 9.7% from Mock 1, with a revised target of 60% of students to achieve grades 9-1 at the end of Y11. GCSE target of 73% achieving 5+ target. Increase from 2017 at 11% or above.	FWi/ CGr	4 weekly cycle and practice exam Aug 2018
In KS3, develop confidence in reading and writing.	Targeted JP students that a member of staff (FF) supports in class. Students taken out of English lessons once a week on a 3-4 week rotation to work 1:1 on specific skills (based on GCSE AOs and PXL Therapies)	In 2015/16 AJi was taken to Hertfordshire with other HoD to visit and observe successful schools. One school was effectively using PP money to pay for a focused TA to work with students in all of the ways that we have adopted. In many cases the TA was working with small classes for withdrawal and not 1:1	Progress in attainment in class measured in all formal assessments (4 per year) and participation in class according to teacher observation and data drops. Targeted students complete baseline assessment, receive the recommended therapies and complete a follow-up assessment. 1:1 nature of this ensures that students use these skills in lessons.	GSu	June 2018 November 2018
In KS4, Year 10 to enhance pupils ability to achieve higher level grades through exposure to A Level work	In Top set Y10 JPP students were split into groups based on ability and withdrawn by FFi for two lessons over a week to revise, plan and prepare a lesson of excellence on Macbeth to lead with the rest of the class over the following week	Successful modelling in focused TA work as seen in Hertfordshire, supported the success of the approach used.	Students are using higher order language in the practise response questions and in mock exams. Measured verbally and also in each half termly assessments. Of the 14 students targeted, 11 achieved higher grades in their final mock examination question on Macbeth than in their previous assessment.	AJi	June 2018 November 2018
In KS4, Year 11 individual	Students work 1:1 with FFi	The English specialist during her visit in	Targeted students complete a	AJi	June 2018

students have been withdrawn from one lesson per week to work on and improve a piece of exam writing.	using techniques she revises with them to improve their writing.	Dec 2017 advised on the success of focused 1:1 work on specific skill development and exam questioning techniques.	baseline piece which is then worked on before a final piece is completed and marked.		November 2018
In KS3 and 4, reading is of significant concern. FFi reads with individuals and small groups and works with targeted students within lesson to support but also stretch and challenge.	Some students have a half an hour reading session with FFi Students supported by FFi in lesson will either be working towards targets agreed with the teacher or will be being challenged (in top sets) to use the higher level vocabulary and skills FFi has demonstrated outside the classroom.	Initial intervention suggests some students will benefit from support in intonation, comprehension and vocabulary. Mirror reading and discussion of understanding texts by the TA will enhance performance.	Students reading is improving and they are able to answer AO1 and 2 questions more competently. Students are reading with increased meaning. FFi uses mirror reading at times to demonstrate intonation etc. Higher ability students are using terminology from the A Level course in their responses.	AJi/ GSu	June 2018 November 2018
To ensure all staff implement teaching and learning strategies to raise the achievement of all students by the effective use of i) data and ii) metacognition and how students learn.	To provide direct staff training in the accurate use of data to drive achievement, and a focus on developing improved learning by training in metacognition.	The use of data to provide clear evidence will drive achievement and provide accurate feedback to students and parents leading to increased performance. The EEF suggest that "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. "These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion." All staff therefore need to be aware of the	Training for staff on the use of data and metacognition. Assessment to be undertaken during learning walks and data drops.		

		<p>strategies and support students consistently across the school.</p> <p>“The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.” This would work in conjunction with the new EAL and welfare posts to ensure that pupils and parents understand and engage with the process.</p> <p>“The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.” A priority of delivery would be focused on KS3 so students are effective practitioners by KS4.</p>			
<p>Itemised budgeted cost Science training - £989 Maths interventions - £60,216 English interventions - £26,220 Whole staff training - £4,861</p> <p>Total budgeted cost: £92,286</p>					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance for identified students in Years 7-8 with a current attendance of between (90%-95%).	<p>Breakfast club staffed by school attendance officer and lead TA, and overseen by a member of SLT.</p> <p>Students identified by attendance officer and students invited, possibly as part of a wider attendance plan. Formal letters to be sent to parents.</p>		<p>Identify students with clear attendance needs.</p> <p>Update on attendance during pastoral team meetings every three weeks.</p> <p>Follow up communication to be sent to parents after three-week review.</p> <p>Review attendance every half term, and recorded on attendance plans if appropriate.</p>	YDe/ NEa	<p>Individual attendance data review – May 2018</p> <p>Individual and Group attendance review – July 2018</p> <p>Review all data to implement changes for September – July 2018</p>
Students have access to a free, healthy breakfast.	<p>Menu to be published and shared to show healthy food options.</p> <p>Students to be given opportunity to try new fruits and develop diet.</p> <p>Opportunities to discuss healthy eating, the importance of breakfast and its benefits.</p>	Research conducted by the Dept. Of Education in 2017 concluded that providing students with breakfast encouraged parents to support their children to get to school on time. The same study concluded that if children are hungry, their concentration and behaviour will be affected.	<p>Keep a register of who eats, with additional comments regarding perceived hunger or regular refusal of food.</p> <p>Identified new students will be monitored by data drops and teacher observations for impact on concentration and behaviour.</p> <p>Increase in attendance points generated by making healthy choices during breakfast club.</p>	YDe/ NEa	Half-termly

<p>Provide a safe place that promotes social development and wellbeing.</p>	<p>Students are given time to discuss things they are concerned about, either as a group or individually.</p> <p>Strong relationships established with staff and students.</p> <p>Encourage and celebrate achievements and experiences.</p> <p>Any wellbeing concerns are followed up on by school's safeguarding procedures.</p>	<p>Research conducted by the Dept. Of Education in 2017 concluded that eating breakfast together makes it easier for children to mix with other pupils who are not in the same classes as them and with children in different age groups. It can encourage more reserved pupils to talk to each other and to talk to staff, fostering new relationships. Where staff attend, breakfast clubs can also help staff get to know pupils better and to be able to spot if a pupil is having difficulties in school or outside school, which may need attention.</p>	<p>Consistent and appropriate location.</p> <p>Consistent staffing with appropriate training in ELSA and wellbeing.</p> <p>Clear and consistent expectations around behaviour between staff and students, and students and students.</p> <p>Environment is fun and relaxing putting students more at ease and reduces anxieties.</p>	<p>YDe/ NEa</p>	<p>Use of qualitative data to measure students' experience within breakfast club in relation to their feelings of wellbeing.</p>
<p>Access to EAL homework support.</p>	<p>Lunchtime support for EAL support to aid them in completion of homework and revision.</p> <p>Resources and directions translated when needed.</p>	<p>With an increase in EAL numbers of approximately 130 students, one EAL teaching assistant could not meet the needs of all students.</p> <p>End of year data supported the assertion that EAL students are making less progress and achieving lower than expected.</p>	<p>Post is line managed by a lead TA and training/support provided.</p> <p>Member of staff to regularly contact class teachers to liaise about what homework is required and feedback following support sessions.</p> <p>Register kept to monitor attendance and target specific support towards non-attenders or to highlight particular issues related to subject specific concerns.</p>	<p>CTe/ NEa</p>	<p>Ongoing evaluation during lunchtime sessions.</p> <p>Monitor patterns of improvement in termly data drops.</p> <p>September 2018 – following GCSE results</p>
<p>Access to in-class support based on the needs of targeted students.</p>	<p>Targeted timetable given to post holder.</p> <p>For post holder/line manager to liaise with subject</p>		<p>Post is line managed by a lead TA and training/support provided.</p> <p>Member of staff to regularly contact class teachers to liaise about what</p>	<p>CTe/ NEa</p>	<p>July 2018</p> <p>September 2018 – focusing on GCSE results</p>

	<p>teachers regarding areas of focus or need.</p> <p>Post holder/line manager provide support for teachers either in class, resources or feedback for students.</p>		<p>homework is required and feedback following support sessions.</p> <p>Feedback from teachers based on observation, class work and student progress.</p>		
Increase in parental support	<p>Increased attendance at parent and information evenings.</p> <p>Increased capacity to translate school documentation (reports, letters and school resources) and contact parents directly.</p>		<p>Parents and students to be surveyed about their perceived impact of support.</p> <p>Data on attendance at parents' evenings to be collected. At present at a low level of approximately 70%. Target initially of 74% attendance.</p>	CTe/ NEa	June 2018 November 2018
Additional support for JP students and families who are approaching the criteria to meet Early Help.	Post holder appointed to increase support for current and future cases of Early Help within school.	Based on school numbers, it has been highlighted by Julian Radcliffe that Le Rocquier should currently have in place Early Help support for approximately 25 families. This additional resource would better support families and students by targeting JP students before reaching the Early Help stage, and identifying needs earlier.	<p>Training from Early Help lead, RS.</p> <p>Managed by school EWO.</p> <p>Register of all students involved in Early Help process and details for initiation.</p> <p>Ongoing support for managing caseload and paperwork.</p> <p>Monthly supervision.</p>	DT0/ NEa	Termly
More consistent and targeted approach to family support work including wellbeing interventions with targeted students	<p>Post holder to work alongside school counsellor and EWO to complete specific programmes of support</p> <p>Post holder will provide</p>	Student support department identified a gap in meeting the welfare needs of students and their families which impacts of student achievement and progress.	<p>Directed caseload managed by EWO, school counsellor and SENCO.</p> <p>Monthly supervision.</p> <p>Appropriate training targeted on</p>	DT0/ NEa	Monthly – during supervision

	<p>'triage' support for students who are emotionally distressed.</p> <p>Complete short term interventions for identified students who are emotionally distressed and unable to engage fully in lessons.</p>		<p>specific age groups.</p> <p>Published plans to be produced by post holder and shared with staff.</p>		
<p>Additional designated key worker for Looked After Children to support the designated teacher in regular monitoring.</p>	<p>Allocated key worker for looked after children to oversee daily issues and coordinate professionals meetings.</p> <p>Post holder will provide 'triage' support for students and be first contact for carers with regards to issues in school.</p>	<p>An increase in numbers in looked after children and timetable restrictions of designated teacher result in a requirement for increased support for LAC to ensure their welfare needs are addressed.</p>	<p>Designated teacher to meet with key worker to discuss individual students and needs.</p> <p>Students made aware of how post holder can help within school.</p> <p>Regular calendared 'check-in' sessions to review general targets based on school reports, and specific targets as identified in students' PEPs.</p> <p>Identify and manage specific dates that might cause stress or anxiety to LAC – eg. prom, activities week, options, school events.</p> <p>Central folder of student details.</p>	<p>DT0/ INe</p>	<p>Termly</p>
<p>Itemised budgeted cost: Breakfast/Homework Club - £5,614 EAL support - £15,637 Additional Family Support and LAC key worker – 14,093</p> <p>Total budgeted cost: £35,344</p>					

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop skills and confidence	Climbing qualification	Students will gain in self-esteem through successful completion of course and in the cooperation of all to ensure that all achieve the qualification, and be challenged to succeed in a new environment.	All 21 students attend and gain the NICAS L1 qualification.	NEs	April 2018
For all students to be involved in whole school events and activities	<p>Subsidise the cost of activities choices for all students in Years 8 and 9 so all students have a fair choice that looks to raise aspirations and appeal to interests of students.</p> <p>Subsidise the cost of extracurricular trips and visits that will raise aspirations of JP students and provide enriching experiences that are not possible on island or offered within the normal school curriculum.</p>	<p>In looking at choices made in the past by JP students, many were selecting the cheaper activities based in school rather than more ambitious choices that would provide a broader experience.</p> <p>The school has made all best efforts to ensure that costs of trips are kept to a minimum, but the cost of some activities still presents a challenge to some families.</p> <p>This thinking was also applied to other activities offered to students throughout the school so participation could be offered equally and fairly to the majority of students.</p>	<p>Parents informed prior to choices being made that a subsidy is in place to assist with cost of activities.</p> <p>Activities invoices sent out separately to ensure confidentiality with regards to cost.</p> <p>Activity leaders sent separate letters detailing subsidies and are responsible for collecting student voice before and after activities.</p>		June 2018
JP coordinator role and administration	Post holder to communicate/support all staff in working towards delivering the vision for		<p>Line managed by head teacher.</p> <p>Attend all relevant training in managing JP funding within</p>		Nov 2018

	<p>JP students.</p> <p>Post holder to coordinate JP funding and oversee timetable of implementation, collection of data and evaluation of impact.</p>		<p>schools.</p> <p>Regular feedback to SLT based on calendar of evaluation.</p>		
<p>To ensure a sustained and clearly defined culture is visible in the school leading to high aspirations and expectations for all.</p>	<p>Celebration of student success during awards events.</p>	<p>High expectations and aspirations raise the achievement of all students in a school and provide positive encouragement to build for future success.</p> <p>An increase in the frequency of awarding and awards will raise the profile of positive behaviour and success in the classroom, building a culture of 'wanting to succeed' in school.</p>	<p>Regular and end of year awards events to celebrate students' achievement and progress in curriculum areas and attendance.</p> <p>JP funding, alongside other sponsorship, to provide additional awards.</p>		
<p>Itemised budgeted cost:</p> <p>Climbing qualification - £760</p> <p>Activities - £3,640</p> <p>JP coordinator role and administration - £3,000</p> <p>Awards – 1,500</p> <p>Total budgeted cost: £8,900</p>					

iv. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.