

Jersey Premium Statement

Le Rocquier School

The States of Jersey introduced Jersey Premium funding to help all children get the very best from their education, regardless of their socio-economic background or barriers to learning. The funding is a commitment from the States of Jersey to ensure that every pupil has:

- an equal opportunity to access the full curriculum and extra-curricular activities
- to receive high-quality teaching tailored to their needs
- to perform to the best of their ability
- to extend their knowledge and understanding beyond expected classroom learning
- develop students' learning skills so they can challenge and discover things for themselves
- develop insight into subject based topics and extracurricular interests that will provide foundations for students' futures

For details on the criteria for eligibility please follow the link at the bottom of the page.

Le Rocquier School received £171,450.

Number of children eligible: 326 or 38% of the school

At Le Rocquier we strive to ensure that all students are provided every opportunity to succeed, but understand that there are always challenges which can create barriers to learning for children. Our vision for the use of the funding in 2017 was to unlock, develop and promote the potential of everyone in our school community. Each faculty was given the autonomy to identify how best to support groups of students within their subject area and plan for the use of funding accordingly.

Focus of development	What was achieved in 2017	What was the impact?	Approx. cost	Future developments
To support students to achieve higher levels of examination performance in mathematics	Additional teachers were appointed to undertake specific support and interventions in groups of no more than 8 with students not reaching expected levels of attainment.	Student Progress was measured via 4Matrix, Doodle and teacher assessment. Impact from 4matrix Gap Analysis shows significant benefit for targeted students. Two groups of students were supported and evidence between two Mock examinations shows significant improvement in performance. In group 1 100% of students increased their mock grades to meet or exceed their targets and in Group 2 the average score rose from L1 to L2 with 8 students achieving their target grade and 3	£31,000	Continue the focus on specific skill development for identified students within small teaching groups.
To provide students with high quality materials to develop their skills	Purchase of assessment and revision materials for use in school and at home.			Ensure all identified students are supported to achieve their potential and academically able students stretched and challenged by the use of intervention techniques provided by additional teachers supporting within classroom.

		<p>above.</p> <p>71% of students surveyed indicated that their confidence had increased in Maths lessons with 64% reporting that they felt that their participation had a positive effect on their test/exam practice.</p> <p>96% indicated that the sessions were useful while 93% considered they made more progress in their small groups.</p>		
<p>To increase students' attendance, punctuality and encourage good study habits.</p>	<p>Member of staff has been employed to staff a breakfast and after school club. Designated students are invited to attend, before opening invites to all students.</p>	<p>Punctuality has improved for vulnerable students in attendance and increased durations of positive behaviour for regular attenders. Reduced DTs reported for students regularly attending homework club. Two third of those attending are JP students and 82% of Y7 who attend homework club received excellent or good for the quality and submission of homework. 70% of Y8 received an excellent or good for homework and 60% for the quality</p>	£6550	<p>Rebrand homework club to increase attendance.</p> <p>Identify subject-specific teachers to support in providing homework resources and advice to ensure students are proactive in completing homework.</p> <p>Increase focus on support for Y8 students to ensure they are able to complete good quality pieces of work.</p>
<p>To ensure students adopt a healthy eating strategy to better prepare them for learning</p>	<p>Breakfast and after school snacks purchased monthly.</p>	<p>Provision of breakfast ensures that students are ready to engage in lessons.</p> <p>53% of students in attendance report that breakfast club helps them prepare for the day and 47% say it helps them socially and emotionally. 63% say they feel breakfast club provides a safe place to go and provides support from friends and staff, while 60% report that they would be scared or anxious about coming</p>		<p>Selection of food purchased to ensure that snacks are healthy and model healthy lifestyle.</p> <p>Increased numbers of students attending will require a review of the location of breakfast club.</p> <p>Whilst not impacting attendance and punctuality as much as originally hoped the impact on students well being was significant. This will be a focus of 2018</p>

		into school without it.		
Geography Enrichment activity	<p>Students were part funded on the Lake District activity to complete geographical fieldwork in an unfamiliar learning and landscape environment.</p> <p>Students gained experience in developing fieldwork skills in collecting and analysing data required on the new GCSE syllabus.</p>	<p>During the course of the week, students developed a greater understanding and experience of the importance of collecting accurate data and analysing the results.</p> <p>This experience resulted in higher quality coursework and provided an insight that would not have been present had work been completed on-island. Student voice survey showed positive results.</p>	£1800	Further analysis of impact to be made once students complete course – June 2018
London Enrichment activity	<p>To support and subsidise 14 vulnerable students in experiencing new historical, technical and social experiences.</p> <p>To provide a respite for students such as young carers who had experienced challenging periods throughout the year.</p>	<p>Students learnt new skills in preparing for the trip and gained a wide knowledge of London and its history and culture.</p> <p>Some thrived on their experiences and grew in confidence gaining new friends. All returned with a more positive outlook in school.</p>	£3500	The enrichment activity may be repeated in 2019-20 to provide similar experiences to other vulnerable students.
To support students to achieve higher levels of examination performance in science	<p>Following monitoring by science staff, key areas of learning to improve performance were identified. Tassomai software was purchased to support Y11 JPP students as this provided an excellent revision guide of the science skills required.</p>	<p>The evaluation of the package indicated that Y11 students (summer 2017) who regularly used it did make progress. Some of the Year 11 students (autumn 2017) using Tassomai regularly, gained better than expected mock results in November. Results in August will give a better indicator of its effectiveness.</p>	£3500	Due to a change in direction for JPP funding this will be unlikely to be repeated for 2018-2019.
Enrichment activity in Religious studies and History to widen	To provide partial funding for JP students to experience of visiting places of worship unavailable on	RS Students visited the Hindu temples in London and widened their experience of different types of Hinduism, and	£1570	

experiences to raise achievement in exam performance.	<p>the island, and develop their understand of cultural beliefs and traditions.</p> <p>To provide partial funding for JP History students with a range of activities that have direct relevance to exam syllabus and requirements to support higher performance in examinations.</p>	<p>styles of worship. They were provided with sacred scriptures and discussion of ethics which are included in their examination.</p> <p>Students were able to visit a number of sites directly related to the 'history of medicine' GCSE examination. A full evaluation will be available following the exam results. Teacher were able to usefully reference the experiences as revision during lessons.</p>		
EAL support teacher	<p>Specific member of staff employed to fulfil role.</p> <p>Increased support in lessons for identified EAL students.</p> <p>Specific h/w sessions for EAL/JP students</p> <p>Shared workload between two members of staff.</p>	<p>Member of staff in place for 1 term.</p> <p>Prior to this role being created, there was no formal homework club offering support for EAL students. Within the term, 12 JP students were attending weekly. The creation of this role allowed for direct, intensive support for EAL students in lessons to increase by 100%.</p>	£5500	<p>Appoint new member of staff in role.</p> <p>Maintain and increase gains made in commitment to homework shown during Autumn term.</p> <p>Continue support established in lessons for students.</p>
English booster groups	<p>Skills interventions during English time.</p> <p>Focus on students below Grade 4 and KS3 skills.</p> <p>Increase opportunities for students to be exposed to a range of texts and develop a more positive attitude to reading and the benefits it provides.</p>	<p>KS3</p> <p>Pupil confidence and engagement in reading using Aspire 300 has improved. Teachers have noted that pupils are more confident in class. Writing skills have shown some development for some pupils and teachers have noticed improvement in AO6.</p> <p>Access to reading that pupils may not get outside of school has been highly beneficial.</p> <p>KS4</p> <p>Booster sessions for year 10 have demonstrated that pupils are showing improvement in their</p>	£5500	<p>Timing of sessions to be reviewed so students are either not removed from English lessons, or are supported in class.</p> <p>Impact of role to be assessed following end of year KS3 tests and GCSE results in Y10 and Y11.</p>

		<p>essay writing skills and weekly essay grades have gone up.</p> <p>Impact on year 11 exams and GCSE results to be evaluated in August.</p>		
<p>English revision guides MFL revision guides Business Studies resources</p>	<p>Revision guides and materials purchased to support students' learning. Materials formed a part of lessons so learning is reinforced at school and home. English students received two guides focusing on Romeo and Juliet (one revision guide and one copy of the play text), one guide for An Inspector Calls and one guide for A Christmas Carol.</p> <p>Business Studies received revision materials (flash cards, revision guide) to encourage and develop independent study skills so best revision practice can be embedded in students' everyday practice.</p>	<p>English Quality of assessments Evidenced in SOWs/homeworks Some classes are using regularly as within classes and have direct links to both homework and classwork.</p> <p>MFL Improvement in grades following re take of mocks – particularly for SJL group. Students have a clear extra revision list based on French and Spanish content.</p> <p>Business Studies Learners who have received the books are now able to carry out homework with clear access to the required vocabulary at home. This is still in its infancy in terms of examination impact however there is indication through class tests that the majority of learners have improved their outcomes in terms of results. Learners who have high levels of attendance and behaviour are currently now working at or above their target grade and the support has had a measurable outcome. Students who have inconsistent attendance and are not in school frequently enough to attend lessons benefit from the additional resources as it allows</p>	£1500	<p>Due to a change in direction for JPP funding this will be unlikely to be repeated for 2018-2019.</p>

		them to catch up on what has been missed.		
iPads and software for Music GCSE	Equipment purchased so students can loan out to work on coursework Loan system implemented.	It has allowed JP students regular access to Music Technology resources in lessons and after school. It has meant that they have not been dependent upon using school shared iPads which are not always available. Work is also more securely stored. Students are able to develop their skills in working more independently as working at home provides the opportunity and need to make decisions for themselves rather than rely on nearby teacher.	£2000	Expand the loan system so that KS4 pupils can take resources away over weekends to develop their Music technology skills. Letters regarding this have already gone out to some KS4 students.
Digital camera for Photography GCSE students	DLR camera provided for Photography students to use. Professional photographer was also brought in to work with camera/students.	Camera was purchased in Dec. 2017 for use in 2018. Prior to the purchase, students relied on simple digital cameras or camera phones to take images, giving no opportunity for consideration of composition or focus. Student's photographic work has shown improvement in quality. This increased level of experience has developed students' ability to discuss images in more detail.	£465	Students to continue using DSLR camera on a regular basis in lessons. Slow Shutter speed lesson planned for the near future to demonstrate DSLR camera functions.
Climbing qualification	Climbing instructor booked for the weekend of 13 th /14 th and 20 th /21 st of January. A total of 21 GCSE PE students have been selected to attend the course to achieve their NICAS Climbing Level 1 Qualification. Purchase of log books, certificates and the use of Langford sports hall	All 21 students have passed the NICAS Level 1 Qualification. All students have obtained an individual sports grade to put forward for their final GCSE PE grade. Development of specific skills that would not have been possible without funding.	£1200	Video evidence of the course to be collated and sent to exam board. Certificates to be awarded to the students for their ROA. Select students to go on to complete an outdoor climbing session.

	was also included.			
Activities week subsidy	All JP students subsidised 50% for activities week choices.	Students were provided with an increased choice of activities. Increased engagement with choice from students, and quicker return of choices due to more positive outlook.	£16000	Due to a change in direction for JPP funding this will be unlikely to be repeated for 2018-2019.
Food Technology - Ingredients purchase	Base ingredients purchased in bulk for JP students that allows access to a nutritious diet and skills for a healthy lifestyle. Additional items can be brought into school for students should they choose to.	Prior to funding: 70% of pupils in KS3 cooked. Most of the 30% who didn't cook were JP students (approx. 6-7 per class). With funding: Since Sept. 2017 every student has cooked and taken part fully in lessons. Behaviour and attitude of students has improved as all are engaged in learning. Less disruption in lessons. Students have described feeling less anxious, worried and embarrassed about the need for ingredients.	£3450	Funding in place until Sept. 2018. Future funding will need to be considered. Full attitudinal survey to be completed with students.
Summer school	A combination of JP and non-JP students invited to attend one week summer school during summer holidays. Invitees selected from transition information, teacher recommendation and parent request. Students complete a range of team games and group activities in school, and take part in off-site visits (zoo, railway walk, Amazing Maze)	46 students in total completed all five days of summer school, 30% of which were JP students. Pupils were grouped by form group to extend the transition and build on relationships formed during main induction days. When surveyed, all pupils said they had enjoyed the week and most said they would want to attend again. Levels of anxiety about starting school in September was significantly reduced, and there were no issues at the start of term.	£5050	Summer school will run during summer 2018, but will not be funded from JP funds.

JP Coordinator	Teacher given SA1 allowance to advise staff and coordinate bids. Advise on monitoring and evaluating impact. Raise awareness of JP funding and ongoing initiatives. First contact for staff and parents regarding JP information.	Bidding process was streamlined and understood by all staff. Raised awareness of JP students within class groups in conjunction with new information sharing on SIMS. Students across all faculties and year groups were provided increased opportunities by funding proposals. Coordinated and advised on 18 successful bids; met with head teacher for approval or improvement. Liaised with bidding staff on monitoring and follow-up.	£2500	Purpose and need for role to be reviewed in line with new school strategy for use of funds in 2018. Need for a greater focus on faculty monitoring and understanding on purpose of fund. Clearer communication with parents on school strategy and impact on students.
Equipment costs	Outstanding costs for school planners and locker keys paid for JP students.	Reduced pressure on parents to provide funds for school equipment.	£700	Due to a change in direction for JPP funding this will be unlikely to be repeated for 2018-2019.
Total spending up to December 2017			£91,785	
The school were originally allocated £116,100, and a further £55,350 was allocated late September. This extra funding was used to create specific staffing positions to be maintained to July 2018 or December 2018.				

For more information about Jersey Premium initiative, please visit the States of Jersey Education website address <https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>