Jersey Premium (JP) Strategic Planning (Secondary)

1. Summary information					
School	Le Rocquier School				
Academic Year	2020	**Total JP budget**	£163,830	**Date of most recent JP Review**	Jan 2020
Total number of pupils	783	**Number of pupils eligible for JP**	254	**Date for next internal review of this strategy**	Jan 2021

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.	**39%** **(10% increase, 29% in 2019)**	46%
Schools' percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above	**English 63 % (61% in 2019)** **Maths 43% (34% in 2019)**	72% 53%
Schools' value added progress score 5 A* to C including English and mathematics	**-13**	-9
Schools' value added progress score across eight subjects. i.e. best 8 value added	**-0.70**	-0.38

3. Barriers to future attainment (for pupils eligible for JP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	A large cohort of JP learners with less than 85% attendance
B.	Breaking barriers to learner due to lack of learner personal equipment and support
C.	Learners having access to basic food
D.	Some students may need additional support

4. **Desired outcomes** *(desired outcomes and how they will be measured)*		Success criteria
A.	For students to regularly attend school to enable them to be given the opportunity to be exposed to good learning therefore increasing their potential.	Based on 246 learners in the academic year 2018-2019, the attendance for JP learners was 88.8%. The attendance for whole school was 92.3%. There is a gap between JP and non JP learners and their attendance. At present there were 4645.5 lost learning days for JP students* *Data provided by Education Summer 2019.
B.	All learners will have the basic equipment and ingredients to enable learning to take place both at school and for required homework.	All learners can participate in their food practical's. Ingredients will be provided for Jersey Premium Learners. This will also support 'Healthy Schools'. Equipment can be given, lent or loaned out depending on the frequency of use and each individual circumstance. The key aim being, all learners are able to access their learning at school and home.

C.	All Students to be offered breakfast.	At present not all learners eat food before school and can lead to distraction in lessons. All JP and non JP learners to be offered the opportunity of a basic breakfast. The success criteria will be that the majority of learners uptake the offer. Enabling them to focus on learning within lessons. The initiative will also encourage learners to attend school. Toast will be offered before registration to all JP learners for free. Non JP learners can pay a small fee and also participate in the same initiative.
D.	One to one support for JP learners with an Engagement co-ordinator.	The role of the Engagement Co-ordinator is to: • Promote engagement in lessons • Raise aspirations for learners future careers • Introduce learners to the world of work
E.	Invest in learners and raise aspirations	Where appropriate, to students' academic learning, there are at time opportunities for capital cultural visits. This widens learners opportunities and experiences and in turn can raise aspirations that may not have previous been considered.

5. Planned expenditure

Academic year	2020

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.

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 JP learners with less than 95%	Monitoring of attendance for specific groups with early intervention.	As above (4A) the attendance data for JP learners is below that of non JP learners. For a student to do well they should attend all lessons to maximise on learning. Data shown in 4A (above) highlight there is a significant number of JP learners below 95%. Data must be accurate and students must be traceable at all times. Families to be supported and information shared, where required to relevant parties.	The school needs to monitor twice a day the attendance of learners. Parents to be contacted and reported if absent. Reasons for absence must be recorded and patterns identified. Attendance to improve aiming for learners to achieve above 95%.	RTS / NST	Continuous monitoring, statistics reviewed half termly.
	Increase staffing to ensure the attendance of learners. – **Education welfare officer (EWO)**	A number of families will need further support to ensure the students attend school. A second EWO is required to maximise the number of students and families that can be supported.	EWO to work with families. Home visits, attendance panel meetings and Parish hall attendance where required,	RTS / NST	Continuous monitoring,, statistics reviewed half termly.

	Minibus pick up at the start of the school day. 4 staff (two drivers and two collection staff)	Pick up for individuals who would otherwise not attend school or attend school late.	Students to be identified from attendance data. Families contacted and students offered to be picked up to ensure improved attendance to school.	SMA/YDE	Continuous monitoring,, statistics reviewed half termly.	
EWO £14,000 (Top up) Mini bus staffing and fuel £10,000 Attendance Clerk PT £20,000					**Total budgeted cost £45,000**	
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?**	
Learners to have access to equipment to enable learning in school and at home. Supporting learners to not be different to their peers in terms of access to tools needed to learn.	Providing ingredients for all learners in Food tech lessons.	In 2019 all JP learners where provided their ingredients and all participated in their learning. Feedback from teachers was this was an essential JP initiative. This initiative is to be continued.	Students will be identified in each lesson from the JP list provide by Education. Each family will be contacted and informed that their child will be given ingredients. The head of food to monitor the learner participation.	AWI	Dec 2020	

	Basic learning equipment. To replace, updated or provide where possible.	JP learners are able to access equipment such as pencil case and required stationary contents free of charge. The following are given to learners to homework and independent learning to take place outside of school. GCSE art students are provided with the basic art materials, paints, acrylics, paint brushes etc. All JP learners are given an art colour pencils. GCSE Science provide learning tools. Core English, Maths and Science provide revision guides which are used as part of their home learning with activities undertaken to ensure the use of the revision guides are maximised. Maths provide JP learners with calculators. A method recommended by the professional partners to ensure the learners are taught the scientific use in class and can be repeated for their external exams.	The English department and Heads of Year will be given spare basic equipment and will monitor and issue when they identify a JP learner with insufficient equipment to enable learning	GSU KOH LBI GDA,GSU,LBI GDA	Dec 2020 Homework participation survey undertaken Jan 2020.

DT food £6000 Equipment £4000 Core resources £4000	**Total budgeted cost** £14000

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?
All students to have access to food.	Providing breakfast in the form of toast to all JP learners.	JP learners were surveyed; of those who were present 39% of JP learners had eaten any form of breakfast that morning. This will also encourage other learners to attend school and to reduce lateness for others.	Toasters are to be bought and pass cards given to JP students. This will be placed in the café for all to access including the non JP who can opt in to the initiative.	SHD/Café staff	April 2020
The most vulnerable students to have a smaller supportive environment to come to school and be provided with breakfast.	Invited breakfast club. Students to be identified at most risk and offered the opportunity to come to breakfast club.	By offering this facility these students are encouraged to attend, eat and are in school for the start of the day. They are also building skills and relationships with similar students	Direct invites are given to JP students. Continuing from 2019 success.	GLa/RST	Dec 2020
Learners have access to support and facilities after school hours in the form of a homework club	Supervised homework club offer every day after school.	On a recent survey conducted in the academic year 2019/2020 learners expressed barriers to learning. This can include the need to access IT and support. Homework and revision clubs are requested by students and parents.	Advertise the homework club provision. Attendance to homework and revision clubs can be monitored.	SHD	March 2020
Food supplies £5000 **Breakfast club supervisor and food £3850** **H/W club £6000**					**Total budgeted cost £14850**

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?
Engagement co-ordinator Staffing to support teaching and learning of JP students to raise progress and attainment.	Supported learning and one to one teaching.	Some students may need one to one guidance on topics or subject areas. Progress checks identify gaps in learner's knowledge. Reducing the number of suspensions, the more the learners are in the class room learning and accessing the vital information the more progress can be made.	Progress of each student can be measured from their starting point to their final outcome at the end of a period of time. Ensuring learners are in the classroom learning. Assess barriers to learning such as reading age – working in correlation with the literacy co-ordinator and relevant staff who support learners.	NEA/RST	July 2020
Training of staff on subject and whole school initiatives	Continuing with PIXL	PIXl initiatives and training have supported staff in new qualifications and the continued raising of attainment.	Each faculty leader to monitor their interventions and support strategies. Data meetings with the HOF/SL and SLT monitoring JP progress.	Faculty Leaders	Termly
Engagement co-ordinator £35,000 PIXL courses and travel £20,000				**Total budgeted cost** £55,000	

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 literacy for learners across the school	Use of Reading Plus Staff training where required, for literacy	Recommendations from other Jersey schools who have implemented the software shows a significant impact and improvement in the literacy age of learners. On testing LRS learners 30% have a literacy reading and comprehension age that is less that their actual age. Each learner is tested for their reading age and comprehension. Not all learners read at home and need additional support in school to be in line with their peers. It is suggested that learners should be able to read 250-300 words per minute support their Key stage four examinations	An appointment of a literacy co-ordinator has taken place from 2019. The software has been purchase in 2019 JP budget for the next three years. All learners in Yr7-Yr10 have been tested for their reading age. From this, 30% have been identified as needing additional support. Year 7 have an English lesson dedicated to the Reading Plus scheme. Yr 8 –Yr10 learners have weekly intervention during form literacy time to undertake the Reading plus program.	AHA	Progress is measured termly
Give learners a wide range of experiences linked to the curriculum. Raise aspirations with such experiences.	Where appropriate offer opportunities for cultural capital: For example Educational play(s) i.e linked to the English department. Assistance with Yr7 French and GCSE language visits Sporting experiences Support extra-curricular activities such as sporting events and clubs	Learners wish to have experiences however not all can access such opportunities offered.	Each department/subjects will require a proposal and justification of the impact this can have on the learner. Each case will be decided by a case by case justification. Learners must show an interest and be actively involved prior to the experience. Learners will have to be prepared to financially contribute to an aspect of the experience to ensure full partition.	SHD/HOF SLO NES/JHa	Pre and post each activity

To have funds for activities and opportunities as they arise.	Monitor subject data, meet with subject leads and adjust with the needs of the learners. A small amount of funding to be reserved for supporting JP learners. This could include but not specifically: revision tuition, records of achievement, tournaments off island, outdoor education, rewards contribution to the school and their learning	There is a need for flexibility, for funding to be available i.e. when a tournament has got to a higher level. Opportunities arise which have good impact (seen in other schools) and may be useful for LRS to implement with a swift impact rather than waiting to a new financial year. Such funds may be accessed if appropriate to JP learners.	Each will be on a case by case basis. A proposal, justification and where possible evidence to support such spends should be provide. Reward should be based on the whole school rewards system. Learners that are rewarded do so for good work and in turn this is aiding their academic progress.	SHD/SLT	Pre and post each activity.

Literacy co-ordinator £3000

Literacy training £2000

Opportunity funds £4980

Rewards £3000

Outdoor learning £2000

Capital culture £20,000

Total budgeted cost

£34,980