

Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School overview

Detail	Data
School name	Le Rocquier School
Number of pupils in school	743
Proportion (%) of Jersey Premium eligible pupils	290 (39%)
Academic year/years that our current Jersey Premium strategy plan covers	2022
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	A Adkin
Jersey Premium lead	S Hansford

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£955 £2345 (CLA)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295,710 Approx

Part A: Jersey Premium strategy plan

Statement of intent

To maximise the opportunities to learners both who are Jersey Premium and Non-Jersey Premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Increasing reading age
2	Increasing attendance
3	Giving learners experiences including cultural capital
4	Accessing high quality first learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Increase children's reading age especially in Key stage 3, narrowing the gap from their initial starting point.</i>	The gap in children's reading age has narrowed from their starting point and is closer to or above their actual age. KS3 learners will actively engage in literacy activities including Reading Plus.
All children aim towards 100% attendance	The attendance continues to improve both for whole school and including JP learners.
Learners have both academic and / or non-academic opportunities to experience new activities.	More students have taken part in activities such as visits to places of interest or a theatre play or taken part in an activity not offered as part of everyday school, such as learning a new musical instrument or partaking in a sporting activity. Thus, raising ambition and giving opportunities to learners.
All learners are able to access high quality learning, by removing barriers and offering the opportunity for all to learn.	More learners will be in lessons, including those who may find this challenging. Staff will have access to continued professional development to enhance their

	<p>subject knowledge to continue to offer high quality first teaching.</p> <p>Learners will have access to resources, tools and equipment that allow engagement in lessons and their learning.</p>
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Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £31,000 (£15,000, £1000, £15,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PIXL, CPD, PIXL training courses, Literacy courses, ICT support/training for Teaching Assistants.</p>	<p>Staff will have greater knowledge and up to date information on whole school activities and subject specific developments.</p> <p>Senior team training and updates shared from PIXL schools, with key points shared with staff, including CPD opportunities such as inset training, together with subject and faculty leader meetings to share best practice.</p> <p>Subject specific training to enhance classroom teaching. Linked with other experienced practitioners across the UK.</p> <p>Opportunity for middle management training to 'grow our own' future leaders.</p> <p>The aim is for this to support greater Added Value and progress of students.</p>	4
<p>Providing learners with resources they may not be able to access outside of school.</p> <p>Activity: Resources, revision guides, workbooks used in lessons and as part of home learning. Art packs for Year 7, ingredients for all food technology lessons, equipping Year 11 revision room</p>	<p>Students will be able to learn both in school and outside of school, especially if a further Lockdown was to occur or if a learner(s) needed to spend time at home due to Covid.</p> <p>All children will be able to participate in their cooking lessons and take home the meals cooked. This further supports Healthy schools.</p> <p>Year 11 to use the revision room as a suitable area to study.</p>	4

	All children can access homework club. This has previously been a growth area and more rooms are now available for learners in 2022.	
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Targeted academic support

Budgeted cost: £91,500 (£75,000, £4000, £10,000, £2500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English and Maths lessons in small groups	Learners will make greater progress in smaller groups, with dedicated teaching and 1:1 feedback on specific topic areas within English and Maths. Topics will be identified by the class teacher and learners will be able to be taught on the areas that are most challenging. Following these sessions, it is expected that the majority of learners will be able to understand and answer key questions on the concept(s). This will in turn enhance their subject knowledge and their ability to aim for higher outcomes in English and/or Maths.	1 & 4
Literacy Reading Plus (previously paid for from the JP budget.) The Day - online reading	Learners should have a reading age that is in line with their current birth age. The expected outcome is for all learners in Year 7-10 to be tested on their reading age. Those who are a year or more below their reading age will be offered additional catch-up reading sessions using the Reading Plus program, which has had significant results in previous years of rapidly increasing children's reading ages in line with / or closer to their actual age.	1 & 4
Increase independent learning and progress of subject knowledge Activity: Online subject specific software i.e.	Students can access online resources from anywhere, the outcome will be a blended learning approach to teaching and learning. Allowing learners to improve gaps in their subject knowledge	4

GCSE POD, Satchel One, headphones to access equipment.	and catch up missed lessons due to covid (or similar reasons.) Engage parents to be involved in their child's learning, Satchel One will allow parents to fully know what home learning their child has been given and are able to support their child at home with their studies.	
Homework and breakfast clubs	Allowing learners to access computers, software, resources and a space to complete the learning they need. This also supports attendance and a sense of pride in the work and school. (Wellbeing)	2 & 4

Wider strategies

Budgeted cost: £151,000 (£60,000, £15,000, £2000, £30,000, £36,000 £5000, £3000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage students in school and wider world Activity: Employability pathway, teamwork through outdoor learning	Students will gain skills for work and the understanding of the working world. This will also encourage learning in lessons and improved behaviours for learning. Attendance will also improve for the learners on the Employability pathway. Outdoor learning will encourage teamwork, engagement and attendance to school.	2 & 3
Bespoke music lessons	GCSE Music students will be offered to learn a musical instrument from the Jersey Music Service. The range of instruments on offer will allow learners to select an appropriate instrument to learn, practice and produce the required pieces for their Music GCSE.	3 & 4
Increase student attendance	Increase attendance and reduce suspensions. It is noted that students who have missed lessons can struggle to	2

<p>Activity: Attendance Clerk, minibus drivers for increasing attendance. Dedicated Breakfast club/room for the most vulnerable.</p> <p>COVE SEMH (nurturing) provision teachers will provide a range of interventions and therapies.</p>	<p>get back to the classroom environment as they have missed out on learning. The range of strategies in place will support attendance to school.</p> <p>The COVE will be supporting specific learners to get into class will aid their progress and reduce the cycle of suspensions.</p>	
<p>To reward students for achievement.</p> <p>Activity: Rewards as part of the whole school rewards system</p>	<p>Encouraging every individual learners to strive to be the best they can and beyond, with dedicated recognition for each level of achievement.</p>	3
<p>Ensuring children have an opportunity to access breakfast before school.</p> <p>Activity: Breakfast offered to all</p>	<p>In the unprecedented times we are in, we may have children who are hungry, parents on furlough (or similar), parents who have lost their jobs and others who may not be on the Jersey Premium list yet. Therefore, the school has taken the bold decision to offer all children Toast for breakfast, if they wish to have it.</p> <p>Furthermore, this will aid the attendance initiative by encouraging learners to be at school. While supporting children in their learning as they will be focused on their lessons rather than thinking about being hungry.</p>	Supports 2 & 4

Total budgeted cost: £ 273,500 – Remaining for cultural capital / requirements throughout the year.

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2020 to 2021 academic year.

Evaluation of 2021

CPD, PXIL, ICT

Good practice is shared from teachers across the country and the best aspects are embedded within our subjects and school, to enhance the opportunity for learners and their outcomes.

GCSE results have seen positive outcomes for Jersey Premium (JP) learners. The difference between their target grade and their final GCSE result saw an increase in the progress of JP learners. Increased Added Value for JP learners was seen across most subjects, in particular, positive added value is noted in Maths, DEC and Geography but to name a few.

Maths and English

Dedicated Maths interventions took place with learners who found particular topics a challenge. Progress was made with both JP and non-JP learners benefiting from such intervention. 100% made progress. Furthermore, the school was able to offer a dedicated Maths specialist to cover lessons during a covid year. This enabled high quality teaching and no loss of learning.

English equally has had positive impact particularly with the Employability learners who are able to be entered for their English qualification, together with seeing an increase in their outcomes.

Reading Plus

The school has led with a Reading Plus initiative which is having a positive impact on learners at Key Stage 3. Learners have been tested for their reading ability with on average 80-90 learners per year group identified with a comprehension age below their actual age. The English department has set challenges and in particular homework's in Year 7 based on Reading Plus. Furthermore, the school has also used the Governments Tutoring programme to support learners in reading. The impact is seeing the majority of learners are making progress and their reading age is improving, at times, by 1-4 years in a few months of being in the programme.

External tutoring

The school had initially planned tutoring with external providers however our teachers know the learners best and are able to support the learners on the particular specifications offered at Le Rocquier. Furthermore, due to Covid Government Tutoring funding we were able to offer English, Maths, Science and reading tutoring for all year groups. Years 10 and 11 focused on GCSE revision and narrowing the gap session. KS3 were supported on the Reading Plus program. Over 300 learners made progress across a range of subjects.

A range of resources have supported learners in learning from home. Learners are able to learn using both online and paper-based tools to keep up with their studies.

Tools such as Mymaths, Linguascope and GCSEPOD have aided independent learning, allowed teachers to monitor progress, identified gaps in students' knowledge and provided materials to narrow such gaps. This will continue for the foreseeable future.

Furthermore, equipment has been purchased to encourage sport and a healthy lifestyle. Students are also encouraged to join after school clubs such as PE, Dance and Drama.

GCSE Photograph students can now have a camera each to use and take home. This has allowed them to undertake their studies throughout the course. Photography frequently sees learners achieve higher than their minimum expected grade (MEG) and 100% of JP learners achieved 1-4 grades higher than their MEG. Many students achieved the higher grades 7 & 8 in Photography.

Employability pathway

A select group of students have benefited from engaging in the real-life working environment. Furthermore, this has supported and motivated students in class learning while giving them experience in vocational skills, such as painting and decorating courses, art, carpentry, as well as learning to work in a working environment.

Aspirations have increased as students see the benefit of achieving in school to reach the goals and courses, they wish to attend at Post 16.

In addition, this has also aided school attendance as the learners wish to attend these opportunities.

Impact: significant reduction in external suspension for all students. Significant attendance for all employability pathway students. Engagement in GCSE subjects has increased.

Wider opportunities – music lessons

Additional music lessons are offered in a range of instruments beyond the opportunities offered by the school. This enhances the experiences and different instruments a learner may take up.

Attendance and free breakfast

Attendance is slightly down on last year for JP learners, however, on investigation most of this is due to Covid related reasons, which is out of the school's control. Good progress has been made with identified learners who previously were reluctant learners by having the COVE facility to nurture and support the learners into school and back to learning.

Initiatives such as breakfast club and free breakfast for all learners has supported learner being in school and on time for lessons.

Rewards

The more the students engage and try, the more rewards points they achieve. Recognition is given on a tiered system all the way to the highest platinum award. Learners are able to claim rewards from the reward stall once they have built up enough points. Children can choose to either have small and frequent rewards or save their points for a larger reward. The incentive to gain rewards has increased student enthusiasm to learn and try to the best of their ability.

Clubs PE and Homework

This has grown in popularity, initially one member of staff facilitated a homework room after school. This has been increased to three rooms. This is mainly used by KS3. However, KS4 are now using the 3rd room to enhance their studies. Both JP and Non-JP learners benefit from this initiative. The facility is open to all.

The school has invested in the purchasing of PE equipment which will give learners different and new opportunities in a range of sports. Furthermore, learners are encouraged to participate in afterschool sports clubs and fixtures (When Covid risk assessment allows.) This not only supports experiences but a healthy life style, skills such as teamwork, organisation and a sense of pride in their school.

Capital culture

English was due to take learners to see a theatre play called Swallow & Amazons however the performance was cancelled due to Covid. The English department continue to monitor opportunities and experiences to give learners beyond their English lessons.

The Head of Year 8 organised an aspirational visit to The Grand Hotel to inspire learners who have an interest in the hospitality industry.

The Red Box project kindly donate sanitary products to students who need them. This allows children to continue with their studies and not miss out on learning.

The school has seen an increase in the demand for school uniform support. It is anticipated that this demand could increase due to the current economic climate and furlough.

The school is very grateful to parents who donate second hand uniform. This has proven useful not only to give to other learners for their uniform requirements but also on short term loans due to being rained on etc. Again, this supports students being in school and able to learn.

Where uniform cannot be sourced in the correct size, we support families with uniform vouchers from both the Education department and topped up by the Jersey Premium fund.

What other feedback have you had on your plan or activities?

Feedback

"I was predicated a grade 3 in Maths, I got a grade 5!"

" I now know what I need to do in my English exam. At first it was strange not to be taught by my class teacher in the revision sessions, but the other English teacher explained the question in a way that made it clear to me. My grade went up in the last practice essay I wrote." (Revision sessions: The English department take an exam question each and teach it to different learners who may not be their own students, thus the learner goes to the revision session that they find most challenging to answer as an exam question. Therefore, they may have a different teacher within the department for the revision session. This has been very productive and supports different learners with different learning styles.)

"Giving students opportunities such as behind the workings of a business encourages children to be more aspirational. We should do more of this.

Experiences are not always in the classroom, catching a plane to London for a DEC course, meeting adults from industry and interacting with others are all life skills."

"There is a need to feed students' breakfast. We used to get through a loaf of bread a day for toast, we now get through 6 loaves a day. At least they won't be hungry in lessons."