

Jersey Premium (JP) Strategic Planning (Secondary)

1. Summary information					
School	Le Rocquier School				
Academic Year	2019	Total JP budget	£164,865	Date of most recent JP Review	Jan 2019
Total number of pupils	771	Number of pupils eligible for JP	242	Date for next internal review of this strategy	Jan 2020

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.	29%	61%
Schools' percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above	English 61% Maths 34%	83% 69%
Schools' value added progress score 5 A* to C including English and mathematics	-14	-2
Schools' value added progress score across eight subjects. i.e. best 8 value added	-0.3	-0.4

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.	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 <i>(desired outcomes and how they will be measured)</i>		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.	Currently 46% of Jersey Premium Learners have below 95% attendance (Dec 2018 figures) 27% have below 90% attendance and 16% below 85% attendance. The success criteria would be to reduce these figures working towards as many learners as possible achieving 95% or more attendance.
B.	All learners will have the basic equipment and ingredients to enable learning to take place both at school and for required homework. Support for teaching and learning with a focus on core curriculum	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. Learning and progress outcomes increase for JP students across the core curriculum, but specifically in Science and Maths.

5. Planned expenditure

Academic year

2019

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) Early help £8200 Mini bus staffing and fuel £10,000					Total budgeted cost £32,200	
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 2018 all JP learners were 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 provided 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 2019	

	Basic learning equipment. To replace, updated or provide where possible.	JP students were given a full set of equipment and access to calculators from 2018 JP funding. These will need replacing and updated where funding allows.	The English department will be given spare basic equipment and will monitor and issue when they identify a JP learner with insufficient equipment to enable learning	GSU	Dec 2019
DT food £5000 Equipment £1000					Total budgeted cost £6000

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	Dec 2019
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 2018 success.	YDE/RST	Dec 2019
Catering toasters £1600 Food supplies £4500 Breakfast club supervisor and food £3850					Total budgeted cost £9950

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?
Staffing to support teaching and learning of JP students to raise progress and attainment.	Employing a Maths specialist who can support both Maths and other core subjects. Enabling staff to bid for time to go on training while having an experienced member of staff to support the lessons.	Teaching and learning always requires continued professional development. The employment of a maths specialist allowing knowledge and experience to be imparted. Support in the classroom, one to one teaching of specific topics to learners and the option for other subjects to bid for cover time to enable specific training of other topic areas.	GDA to produce specific timetable of most need for specific teaching and learning tasks. SHD to monitor progress of KS4 learners. Core subjects to bid through GDA for specialist time to cover specific lessons to allow high quality training on teaching and learning.	SHD/GDA	Termly, final review Dec 2019
	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. Each learner is tested for their reading age and ability. 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. Homework and revision clubs are requested by students and parents.	Progress of each student can be measured from their starting point to their final outcome at the end of a period of time. Attendance to homework and revision clubs can be monitored.	NEA/RST	July 2019
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.	Faculty Leaders	Termly
Teacher £50,000 – point 8 hours PIXL and courses £11, 265 Teaching assistant £21,000 Teacher £34,450					Total budgeted cost £116,715

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