

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	Samarès School
Number of pupils in school	265
Percentage of pupils eligible for JP	55%
Academic year/years that our current Jersey Premium strategy plan covers	2023 - 2026
Date this statement was published	Jan 2023 (May 2023)
Date on which it will be reviewed	Jan 2024
Statement authorised by	Jenny Posner
Jersey Premium lead	George Lumley

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£199,000

Part A: Jersey Premium strategy plan

Statement of Intent

At Samares School we believe that every pupil deserves the best start in life and we are committed to addressing educational disadvantage through a culture of high aspirations, expectations and determination to put the needs of our children and families at the heart of what we do.

Our curriculum is designed to promote oracy, emotional regulation and positive mental health – equipping children with the skills and understanding to develop as responsible global citizens. We aim to enrich our curriculum with memorable experiences and opportunities to raise aspirations and broaden horizons. Our balanced curriculum focuses on the skills, knowledge and understanding of the requirements of the Jersey Curriculum and aims for pupils to achieve excellent progress and outcomes.

We have a strong ethos of inclusion and have a committed and compassionate approach towards engaging and supporting our children and parents. We have a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage. The support of our children and families at Samares is universal and unconditional.

With significant levels of disadvantage across the school and high levels of vulnerability our School Development Priorities closely align with our Jersey Premium Strategy.

This strategy outlines our intent to:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through high quality teaching and provision
- Create a language rich environment with oracy embedded across the curriculum
- Develop a high quality curriculum that inspires, engages and enriches children's lives
- Develop children's mental health, well-being, behaviour and personal development

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of pupils eligible for Jersey Premium have additional vulnerability factors (SEN, MLL, Behaviour, Safeguarding) – 76% of children eligible for Jersey Premium have at least one of these other factors. 36% of children eligible for Jersey Premium have SEN, 28% of have active safeguarding work supporting them.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils. These are evident from the start of Nursery through to KS2. Use of the Voice21 Oracy Framework highlights poor levels of oracy throughout the school.
3	Assessment data indicates that performance in maths, writing and reading for children eligible for Jersey Premium is below non-JP pupils in KS1 and KS2. A large proportion of children start school significantly below where they should be. Our assessments and data show in the EYFS that 13% of the pupils achieving all of the Early Learning Goals are eligible for Jersey Premium. Our JP children have further difficulties with learning phonics than their peers, with 80% of the children who are working below ARE in Read Write Inc, being eligible for Jersey Premium.
4	Our data shows that there are significant levels of social and emotional issues for many of our pupils. 62.5% of the children accessing 1:1 well-being support are eligible for Jersey Premium. 60% of all behaviour incidents in the school are from children eligible for Jersey Premium. 25 children (9% of school) receive high level behaviour support – this group of children have 72% of the total behaviour incidents in the school. 18/25 of these children are eligible for Jersey Premium. High levels of behaviour need and support to self-regulate and manage emotions impact on learning and attainment across the curriculum. 24% of children on the SEN register have SEMH as their recognised SEN need.
5	Our observations show that children have limited opportunities to access experiences outside of school that can enrich their lives and experience of living in Jersey. This impacts pupils' personal development, knowledge and understanding of the world, and opportunities to make connections and links in their learning across the curriculum.

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
<p>Oracy</p> <p>Improved oracy, language and vocabulary among disadvantaged pupils, creating a language rich environment throughout the school.</p>	<p>Assessments and observations indicate significantly improved language and oracy skills among pupils eligible for Jersey Premium. This is evident when triangulated with other sources of evidence including observation of teacher use of Voice21 strategies over time, oral language assessments, pupil engagement in lessons and ongoing formative assessment using the Voice21 Oracy Framework and Skills Progression from Nursery to Year 6. We will be a Voice21 accredited school. Improved language and communication skills reflected in academic work, but also in regulation, social dynamics and communication.</p>
<p>Well-being</p> <p>To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being and behaviour demonstrated by:</p> <ul style="list-style-type: none"> • data from pupil surveys, teacher observations and well-being referrals data demonstrate improved levels of well-being. • a reduction and downward trend maintained in behaviour incidents as shown in half termly behaviour incident analysis by class. • A reduced number of children eligible for Jersey Premium who received more than 4 behaviour logs in a half term from 66% to 55% over the next 2 years. • Reduction of playground behaviour incidents, demonstrated in half termly behaviour incidents report sustained. • Impactful SEN provision for children with SEMH needs as identified in SEN review and observations. A sustained reduction in behaviour incidents for these children. • Skills of self-regulation are supported and developed through the universal use of the Zones of Regulation.
<p>Attainment</p> <p>Children eligible for Jersey Premium will show improved attainment in reading, writing and maths in KS1 & KS2.</p> <p>Phonics data will demonstrate that pupils eligible for Jersey Premium will have secure phonics knowledge and application by the end of Year 2.</p>	<p>Pupil data from the end of KS1 and KS2 shows an upward trend of pupils eligible for Jersey Premium achieving Age Related Expectation and above. 85%-90% of all pupils to achieve Developing or Secure at the end of KS1 and KS2, to bring attainment data broadly in line with our statistical neighbours in Jersey schools.</p> <p>Read, Write Inc data to show strong progress of those eligible for Jersey Premium, with an upward trend of the number of pupils achieving ARE in phonics to 80% of pupils at ARE by the end of Year 2. Targeted interventions in place for children who are significantly below expected levels.</p>
<p>EFYS</p> <p>Early Years Provision gives all children the best possible start – successfully developing</p>	<p>45% of all children in Reception will achieve all of the Early Learning Goals (July 2023 (an increase in 23% percent from the previous year (July 2022). 50% of these pupils will be children eligible for Jersey Premium.</p>

early language and identifying and acting on need at the earliest opportunity to ensure that progress towards achieving the Early Learning Goals is made.	High levels of parent engagement at Pathways, with 80% attendance of families who are joining nursery. WELCOMM data will show that 80% percent of children will attain the expected level by the end of Nursery & Reception & 90% of children in Year 1 will be at the expected level for their age (2023) demonstrating excellent progress from their starting points.
Curriculum Development & Enrichment A broad, balanced, and aspirational Curriculum meets the needs of our children at Samares, providing opportunities for enrichment, oracy, and personal development.	Each curriculum subject will be reviewed over the next 3 years, and new Long Term and Medium Term Planning will be completed – improving our curriculum and ensuring it meets the goals set out in our vision. All children will complete ‘100 things to do at Samares School’. OPAL provision will ensure that break and lunch times are an extension of learning – focused on well-being and personal development through play. The curriculum is seen by all to extend learning to beyond the walls of the classroom, and focus on our commitment to meet the needs of all pupils and raise aspirations for what our children can achieve.

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: £106,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Aim: establish a whole school commitment to oracy - teachers and school leaders are empowered, passionate and motivated to ensure that the voice of all students is valued in school and beyond. Activity: Become a Voice 21 School. Oracy is explicitly taught in all year groups and opportunities to learn to talk and learn from talk are	Rationale: School Wellcomm entry data showed that 68% of Nursery pupils were below age-related expectations in language development and 65% in the Reception classes	1, 2,3,4

<p>weaved into the curriculum – teachers will be trained to develop their oracy practice and the school will be part of the Voice21 development programme for the next 3 years.</p> <p>Cost: £18,117</p>	<p>EEF report on oral language interventions demonstrates high impact (+7 months in EYFS and +6 months in primary).</p> <p>Voice21 research showing that oracy increases engagement, attainment, well-being & confidence. (Voice 21, Why Oracy Matters)</p> <p>The language gap is one of the biggest causes of underachievement in later life. The Pupil Premium – from the updated guide by Marc Rowland (Deputy Director of the National Education Trust)</p>	
<p>Phonics</p> <p>Aim – Develop high quality phonics teaching and learning, improve pupil outcomes in phonics.</p> <p>Activity: Read Write Inc – train all staff in Read, Write, Inc and coach and further develop staff in the effective delivery of a phonics scheme. Read Write Inc to be consistently taught across year groups and to be resourced and staffed effectively.</p> <p>Cost: £1500 resources + £9596 staffing = £11,096</p>	<p>Rationale:</p> <p>Establish a consistent structured approach to the teaching of phonics.</p> <p>EYFS data shows that children are below ARE in phonics – this has significant implications on their development of early reading and writing.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. - EEF</p>	2, 3
<p>Maths - No Problem!</p> <p>Aim – High quality and effective maths teaching to raise outcomes of pupils in maths from EYFS to Year 6.</p> <p>Activity – Invest in Maths- No Problem approach – resources, training and coaching to deliver the maths curriculum effectively –</p>	<p>Rationale:</p> <p>Inconsistent use of MNP approach seen in school through review of the maths curriculum and teaching. A lack of training and investment into Maths No Problem has led to inconsistencies and misconceptions in the delivery of maths lessons. Staff require structure and support to develop planning and effectiveness of teaching in maths.</p>	3

<p>drawing upon the skills of Jersey Maths advisor and MNP trainer, Helen Fairhead.</p> <p>Cost - £9400</p>	<p>School data shows that children eligible for Jersey Premium do not perform as well in maths as their peers.</p>	
<p>Curriculum development</p> <p>Aim - Develop an enriched curriculum which meets the needs of the children of Samares school – giving opportunities to broaden horizons, develop language, social and emotional development and to raise expectations and standards.</p> <p>Activity - Full curriculum review and development of all subject areas in the Jersey Curriculum over a 3 year rolling programme.</p> <p>Cost - £18,117</p>	<p>Rationale:</p> <p>The current curriculum is not designed specifically to the needs of the children at Samares. There is limited middle leadership structure for curriculum development, and with high staff turnover, inconsistencies and poorly developed planning is seen across Key Stage 1 and Key Stage 2.</p>	1,2,3,4,5,
<p>EYFS development & Pathways</p> <p>Aim – Establish high quality EYFS provision and work with families before school starting age.</p> <p>Activity - Skilled staff are provided with continual professional development opportunities in early years. Additional staff will be placed in EYFS in order to support the needs of the pupils. Development of the EYFS curriculum and classroom environment. School and Pathways work closely together to improve the quality of provision and to establish positive relationships with families in the community.</p> <p>Cost - £40649</p>	<p>Rationale: Early Years education has huge promise in preventing the attainment gap becoming entrenched. <small>EEF Attainment Gap Report 2018</small></p> <p>Children who experience high quality Early Years provision are well placed to achieve higher outcomes at school and develop better social, emotional and cognitive abilities necessary for life-long learning. - Foundation Years.</p> <p>School data shows a significant number of pupils with low starting points. EYFS ELG data showed that the majority of pupils do not meet all the Early Learning Goals</p>	1,2,3,4,5

<p>Staff training and CPD</p> <p>Aim To provide consistently high-quality teaching and learning to improve pupil outcomes.</p> <p>Activity Mentoring and coaching of teachers to support continual professional development, focusing on curriculum development, oracy and behaviour management. Development subject leadership across the school and mentor staff who have subject responsibility.</p> <p>Cost - £9382</p>	<p>Rationale: The primary tool for narrowing gaps is high quality teaching and learning The Pupil Premium – from the updated guide by Marc Rowland (Deputy Director of the National Education Trust). On average pupils who participate in oral language teaching make approximately 5-6 months additional progress over the course of the year Voice 21.org Effective classroom management can reduce challenging behaviour and pupil disengagement EEF Improving Behaviour in Schools 2021</p>	1,2,3,4,5,
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Targeted academic support

Budgeted cost: £40,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELCOMM Primary</p> <p>Aim To improve early language through targeted interventions and develop a language rich environment</p> <p>Activity 1:1 and small group interventions for WELCOMM, roll out WELCOMM primary across the school to support language development.</p> <p>Cost - £13,976 (staffing) + £500 (resources) = £14,476</p>	<p>Rationale:</p> <p>The language gap is one of the biggest causes of underachievement in later life. The Pupil Premium – from the updated guide by Marc Rowland (Deputy Director of the National Education Trust)</p> <p>School Wellcomm entry data showed that 68% of Nursery pupils were below age-related expectations in language development and 65% in the Reception classes</p>	2
<p>Interventions</p> <p>Aim To improve outcomes for children working below ARE.</p> <p>Activity Targeted interventions in reading and maths, to also include</p>	<p>Rationale: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF Attainment Gap Report 2018</p>	2,3,

WELCOMM, Read Write Inc., Cost - £13,976	School data shows pupils eligible for Jersey Premium are not yet achieving in line with those not eligible.	
SEMH support & provision Aim To ensure all children are able to access learning across the curriculum and make excellent progress. Activity Deploy additional teachers in classes with high levels of SEMH need to support pupils and maximise learning time. Cost – £12,000	Rationale: ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. Sheila Burton ELSA – EEF Social and Emotional Learning 2021 25 children have 72% of all behaviour incidents in the school – these children require high levels of support to ensure they are able to access learning and not disrupt the learning of others.	1, 4

Wider strategies

Budgeted cost: £53617 or £82407 (depending on well-being facilitator)

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL – well-being, personal development through play Aim To improve the quality of outdoor play learning opportunities, improve well-being and behaviour through play. Activity – Become an OPAL accredited school, embedding OPAL principles into our lunch time provision.	Rationale: Quality education should continue in the playground. We need to maximise playtimes by valuing the function of playtimes and how they can be altered to support self-regulation, creativity, language development and social skills. OPAL Studies have shown that when informed interventions	1, 4, 5

<p>Identified staff trained in playworker principles to help children maximise the play provision.</p> <p>Staff training to facilitate an environment which nurtures children's self-directed play. Purchase new materials, tools and resources will act as a stimulus for pupils to explore and learn</p> <p>Cost - £10,000 (£7000 staffing and £3000 resources)</p>	<p>have been made to improve playgrounds and playtimes, schools report significantly fewer incidents needing adult intervention and much better settling into class after the break Armitage, 2009; Bundy et al., 2009; James, 2012; Lester et al., 2011</p>	
<p>Peer Mediation – skills of resilience, problem solving and self regulation</p> <p>Aim To develop problem solving skills around conflict resolution to help social development, self regulation and to improve behaviour on the playground resulting in less impact on class learning time.</p> <p>Activity Train Year 6 to be peer mediators through the Peer Mediation programme with The Resolution Centre. Train staff in peer mediation and establish procedures and policy to run peer mediation effectively at break and lunch times.</p> <p>Cost - £3500</p>	<p>Rationale We observe at school conflict between children where they are not equipped with the skills to resolve it in a calm, considered and respectful way. Being taught how to resolve conflict in a supported manner will help develop skills of self regulation, resilience and problem solving, as well as our value of Respect.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. - EEF</p>	1,2, 4, 5
<p>Behaviour curriculum development – Behaviour training, policy development, Zones of Regulation</p> <p>Aim – Develop high standards of behaviour across the school, enabling all children to be able to access learning in a calm, safe and purposeful way. Develop skills of self regulation and strategies for children to calm and articulate their feelings and emotions.</p> <p>Activity – Embed behaviour curriculum through Zones of Regulation, a clear behaviour policy, training for staff, and support for high level</p>	<p>Rationale Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. - EEF</p> <p>Self – Regulation – Very high impact for very low cost based on extensive evidence. Explicit teaching of these strategies has been shown to be effective in</p>	1,2, 4, 5

behaviour needs. Cost - £18,117	disadvantaged children then using them independelty and habitually. EEF	
<p>Curriculum enrichment opportunities – trips, visits, high quality learning experiences (100 things to do before leaving Samares, Science dome, etc).</p> <p>Aim – Provide a range of enrichment activities within the curriculum which give children memorable and meaningful learning experiences.</p> <p>Activity Fund curriculum enrichment activities, develop curriculum planning to give a broad and wide range of opportunities to all pupils. 100 things to do before leaving Samares will be a universal curriculum entitlement.</p> <p>Cost - £4000</p>	<p>Rationale The curriculum offers an excellent opportunity to broaden the horizons of our pupils. We know from our children that many do not access wider opportunities outside of school hours. We want children to be aspirational to have memorable learning experiences which they can enjoy and use to help them learn about themselves, others, and the island in which they live.</p>	1, 5
<p>Physical Literacy – Jersey Sport, Sportsbug</p> <p>Aim: Improve physical fitness and the engagement and enjoyment of physical activity.</p> <p>Activity: A skilled coach will deliver targeted PE lessons across the school to close the gap in skills outlined above, offer provisional development support for teachers and run, lunch time, before and after school fitness sessions.</p> <p>Sports bugs will offer bespoke interventions 1 afternoon per week for identified pupils and run an after-school club.</p> <p>Cost - £18,000</p>	<p>Rationale: Physical activity has important benefits in terms of health, wellbeing and physical development WHO</p> <p>School's Physical literacy data shows that of the 8 ability skills tested, Year 4's class averages only fell within age-related expectations for 2 of the 8 skills.</p> <p>The Jersey Children and Young People's survey 2021 showed that 93% of Yr 4 and Yr 6 pupils surveyed did not meet recommended levels of daily physical activity. 50 % of children admitted to having more than 5 hours per day of screen time with a further 25% saying they had between 3-5 hours.</p>	1, 5

<p>Well-being facilitator</p> <p>Aim – Support children’s well-being and improve pastoral support</p> <p>Activity - A Wellbeing facilitator will be employed to: develop bespoke interventions for identify pupils, groups of pupils, or whole classes. Careful implementation of an explicit PSHE programme to support SEMH will be rolled out across the school. Considerations around staff training and the impact of bespoke interventions will be monitored and updated regularly.</p> <p>Cost - £28,790</p>	<p>Rationale: ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. Sheila Burton ELSA – EEF Social and Emotional Learning 2021</p> <p>The Jersey Children and Young People’s survey 2021 showed that 33% of Yr 4 and Yr 6 pupils surveyed had low or medium-low self-esteem.</p>	<p>1,4</p>
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Total budgeted cost: £201,327