

Jersey Premium – Samares School – Impact and Evaluation

May 2023

Intended outcome	Success criteria	Impact notes
<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 oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment using the Voice21 Oracy Framework and Skills Progression from Nursery to Year 6. We will be a Voice21 accredited school.</p>	<p>The implementation of Voice21 has had significant impact across the school this year .This has been recognised in external school review as well as from a visit from a Voice21 consultant. The impact on pupils has been observed in lessons through high quality talk and embedded structures in lessons for speaking and listening. High quality talk from nursery through to Year 6 is becoming central to curriculum planning and a culture is beginning to form, where children are learning to talk and learning through talk.</p> <p>It has also been seen in improved writing outcomes, where higher level vocabulary is now being used. In the EYFS 1, language rich environments and the use of WELCOMM has demonstrated excellent progress from their starting points – with 60% in nursery now Green and 80% in Reception (end of Spring term).</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: 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.</p>	<p>A full time Well-being facilitator is now employed in the school. Over 60% of the children she has seen this year are eligible for Jersey Premium. Where children need further well-being support, links with external agencies such as MIND Jersey and the NSPCC are being used. The well-being provision is part of the weekly Vulnerable Children and Safeguarding meeting. Our well-being facilitator also runs small group and whole class sessions if a need has been identified. Exit data from the well-being sessions demonstrate a positive impact.</p> <p>The Zones of Regulation is now universal across the school and being taught in each class. Parent seminars have been led, with 30 parents in attendance. Children and adults in</p>

	<p>Reduction of playground behaviour incidents, demonstrated in half termly behaviour incidents report sustained.</p> <p>Impactful SEN provision for children with SEMH needs as identified in SEN review and observations. A sustained reduction in behaviour incidents for these children.</p> <p>Skills of self-regulation are supported and developed through the universal use of the Zones of Regulation.</p>	<p>school are using the language from Zones to help discuss emotions and develop strategies for self regulation. Work on oracy has also helped to strengthen this.</p> <p>Behaviour data demonstrates a downward trend in the total number of behaviour incidents each half term. A significant proportion of incidents (72%) come from a small group (25 children) all with high levels of SEMH need. Playground behaviour incidents demonstrates a sustained downward trend over the last 4 half terms.</p> <p>We have become a Platinum Awarded OPAL School – the first school in the Channel Islands to be awarded this - recognising the transformation of our lunch time provision and the impact this has had on the well-being and behaviour of our pupils at lunch time.</p>
<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 in receipt of 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>End of Spring Data (PIRA and PUMA) demonstrates that pupils eligible for Jersey Premium scored lower than their peers. The average JP PIRA score was 98, compared to non-JP of 104. In maths, the average JP score was 91, compared to 100. This has helped shape the decision to invest fully in Maths No Problem from September to help improve the quality of maths curriculum and pedagogy.</p> <p>Children are making progress in phonics – and targeted intervention groups are in place where children have been identified as not making progress. However, there are 24 children in reception working at ditty level and below (Spring 2 of Reception expectation from RWI), 80% of these pupils are eligible for Jersey Premium. Data shows that every child in Reception that has been assessed has made progress. But those who are still working below require additional intervention.</p>

<p>EFYS</p> <p>Early Years Provision gives all children the best possible start – successfully developing early language and identifying and acting on need at the earliest opportunity to ensure that progress towards achieving the Early Learning Goals is made.</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> <p>High levels of parent engagement at Pathways, with 80% attendance of families who are joining nursery.</p> <p>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.</p>	<p>Spring term data shows that the target of 45% of children achieving all the Early Learning Goals is currently on track.</p> <p>WELCOMM data at the end of the spring term shows on track targets of 80% of children being assessed as 'Green' in Reception, and 90% of children in Year 1 achieving this is also on track. This demonstrates excellent progress from their starting points.</p> <p>Pathways – Footsteps to Nursery is underway this term and important links with families have started to be made, resulting in us being able to plan provision and make links with families and agencies ready for September.</p>
<p>Curriculum Development & Enrichment</p> <p>A broad, balanced, and aspirational Curriculum meets the needs of our children at Samares, providing opportunities for enrichment, oracy, and personal development.</p>	<p>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.</p> <p>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.</p>	<p>The focus subjects for the Spring and Summer term of 2023 has been Science and Art. The development of Science medium term planning demonstrates provision of enrichment activities and oracy& vocabulary development as central features of teachers planning. Additional coaching and training of staff has been required to bring plans to a sufficient standard. A curriculum leadership team has been established ready to start in September. The team will require mentoring to learn how to become effective subject leaders, but this should bring about greater pace to high quality curriculum development. 100 things to do before leaving Samares has been a successful curriculum initiative which children and staff speak proudly of. This has been shared on social media, contributing to the wider work of the school's aim to change public perception of the school and raise expectations and aspirations for the community.</p>