

Samares School Jersey Premium strategy statement

Introduction – What is Jersey Premium

Jersey Premium is a targeted funding programme designed to support schools in raising the attainment of identified pupils. At Samares School we believe that every pupil deserves the best start in life and the additional funding we receive from Jersey Premium is used to ensure that all children achieve the best from their education.

We appreciate that for some, there will be significant barriers to learning, despite this, we recognise the potential of every learner. Research shows that the most effective way to improve outcomes for children is through the quality of teaching. As a school, we are focused on providing the highest quality teaching to improve outcomes for pupils, with a commitment to accelerating the progress of all pupils.

We have adopted a tiered approach at Samares, allowing the school to focus on a series of targeted strategies. All of our projects are research-based and driven by the needs of our school. The projects funded through Jersey Premium continue to focus on: quality teaching, additional interventions, and pastoral care.

Samares School 3 Year Jersey Premium Tiered Development Plan 2021 - 2024



1 Teaching

- * Tailored mentoring and coaching to support Quality First Teaching across the school.
- * Continual CPD opportunities that are research based.
- * Concrete, abstract, pictorial mastery approach in maths.
- * Metacognition/self-regulated and language rich learning. Whole school implementation of these strategies.
- * Hampshire approach to Literacy (success for all).
- * Improving early language – Foundation stage
- * Foundation subjects – cross curricular learning.
- * MITA Project



2 Targeted academic support

- * Focused reading interventions - phonics, Reading Response, Reading Recovery, BRP, precision teaching.
- * Wellcomm – Foundation Stage
- * REAL project - Foundation Stage and Pathways.
- * Teacher and TA led interventions
- * Individualised/bespoke curriculum for identified pupils

3 Wider strategies

- * Physical literacy clubs- circuit training, ball skills, hockey, football, netball.
- * Pastoral support.
- * Trained staff in EYFS working closely with SALT therapists.
- * OPAL

School overview

School name	Samares School
Pupils in school	250
Proportion of disadvantaged pupils	52%
Jersey Premium allocation this academic year	£174,000
Academic year or years covered by statement	2022 - 2023
Publish date	Jan 2022
Review date	Jan 2023
Jersey Premium lead	Sarah Achler
Head teacher	Jenny Posner

Teaching projects

Project and Rationale	Expected Outcome
<p>Aim: To provide consistently high-quality teaching and learning.</p> <p>Rationale: The primary tool for narrowing gaps is high quality teaching and learning <small>The Pupil Premium – from the updated guide by Marc Rowland (Deputy Director of the National Education Trust).</small></p> <p>Activity: Reduced teaching commitment of specialist staff to support teaching and learning across the school.</p> <p>Cost: £48,600</p>	<p>What is happening in the classroom meets the needs of the pupils. Teaching is consistently good. Pupils eligible for Jersey Premium make significant progress. The gap between the achievement of pupils who are eligible for Jersey Premium and those who are not is reduced.</p>
<p>Aim: High quality EYFS language provision</p> <p>Rationale: The language gap is one of the biggest causes of underachievement in later life. <small>The Pupil Premium – from the updated guide by Marc Rowland (Deputy Director of the National Education Trust)</small> Early Years education has huge promise in preventing the attainment gap becoming entrenched. <small>EEF Attainment Gap Report 2018</small> School data shows that 66% of Nursery pupils are currently below age-related expectations in language development and 42% in Reception class</p> <p>Activity: Skilled staff are provided with continual professional development opportunities in early language. An additional adult will be placed in EYFS in order to support the needs of the pupils. Development of staff expertise in this area will extend to Samares Pathways staff with school and Pathways working closely together to improve the quality of provision.</p> <p>Cost: £33,200</p>	<p>High quality training is delivered to all staff. The language provision is of a high standard and has a significant impact on the language and communication development of pupils. The additional adult has increased staffing levels and improved capacity to meet the needs of all pupils. The improved Pathways provision and liaison with Nursery impacts positively on school's readiness for Nursery intake.</p>

Targeted academic interventions

Project and Rationale	Expected Outcome
<p>Aim: To improve outcomes in reading and maths through targeted interventions</p> <p>Rationale: EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress</p> <p>Activity: Targeted interventions, appropriately timed during the school day, as well as before and after school, run by skilled, trained staff.</p> <p>Cost: £21,300</p>	<p>High quality training is delivered to all staff. Interventions have been successful in closing the attainment gap for identified pupils. Pupils receiving targeted interventions make more than expected progress.</p>
<p>Aim: To improve early language through targeted interventions</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> <p>Activity: Staff will work with their pupils in small groups or 1:1 sessions and both WellComm and the REAL project will be used to work with parents to promote literacy development at home.</p> <p>Cost: £12,340</p>	<p>High quality training is delivered to all staff. Early intervention has a significant impact on the early language development of pupils in EYFS.</p> <p>Parental engagement with the REAL project impacts positively on pupils' exposure to a language rich home environment.</p>

Wider strategies

Project and Rationale	Expected Outcome
<p>Aim: Improve physical fitness and the engagement and enjoyment of physical activity.</p> <p>Rationale: Physical Literacy Data shows that while there have been some marked improvements of class averages in Aerobic and Anaerobic skills, all KS2 year groups are below age-related expectations for Balance, Power and Agility.</p> <p>Of the 8 ability skills tested, KS2 year groups were at age-related expectations for 3 and below for 5</p> <p>Activity: Twice a week, 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 before and after school fitness sessions.</p> <p>Cost: £12,400</p>	<p>Pupils' physical fitness improves.</p> <p>Pupils engage with physical activities beyond the PE lesson.</p> <p>All teachers deliver quality PE sessions.</p>

<p>Aim: High quality pastoral support</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.</p> <p>While the impact on learning was raised early on around school closures, school has raised concerns over a rise in emotional and behavioural difficulties among pupils, particularly in EYFS and KS1</p> <p>Activity</p> <p>A Pastoral lead will be employed to: develop bespoke interventions for identify pupils, groups of pupils, or whole classes.</p> <p>Careful implementation of an explicit PSHE programme to support SEMH will be rolled out across the school.</p> <p>Considerations around staff training and the impact of bespoke interventions will be monitored and updated regularly.</p> <p>Cost: £32,000</p>	<p>Effective pastoral care will: support pupils wellbeing, help to foster a calm atmosphere where students access opportunities readily to enhance their learning, and promote self-regulation.</p> <p>PSHE will be explicitly taught in a series of lessons. Pupils will develop some level of competency in</p> <ul style="list-style-type: none"> • Self-awareness; • Self-regulation; • Social awareness; • Relationship skills; and • Responsible decision making <p>These strategies will be shared with families so they can support self-regulation at home.</p>
<p>Aim: A successful transition between phases will support pupils’ wellbeing and readiness to learn.</p> <p>Rationale: The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. EEF Attainment Gap Report 2018</p> <p>Activity: Make use of our partnership with Pathways so we are able to support parents at the earliest point possible. EYFS staff to attend playgroup sessions at Pathways to build relationships with families and help to support early literacy and physical development.</p> <p>A summer provision will be in place to support induction of pupils new or unfamiliar to school</p> <p>Continue to run our extended transition programme for 2 weeks at the end of term.</p> <p>Liaise with colleagues from Le Rocquier School and others, to support this transition.</p> <p>Cost: £4,000</p>	<p>Early engagement with parents in their children's literacy development improves children's outcomes and helps to narrow the gap between pupils eligible for Jersey Premium and those that are not.</p> <p>Engagement with parents from an early stage supports the child’s physical needs and impacts positively on school’s readiness for Nursery.</p> <p>The transition process between phases, supports the pupils’ induction, developing positive networks, and dips in learning are minimised.</p>
<p>Aim: To improve the quality of outdoor play learning opportunities</p>	<p>Pupils will have access to high quality play. Playtimes are seen as a source of joy and happiness.</p>

<p>Rationale:</p> <p>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.</p> <p>Recent Island survey highlighted that pupil's who attend our school, spend limited time outside and spend 5-6 hours per day on technology.</p> <p>Studies have shown that when informed interventions 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>Activity: OPAL Mentor employed to support school over an 18-month period to bring about an entire cultural and practical transformation of the way that play is thought about, planned for, resourced and staffed.</p> <p>Cost: £6,400</p>	<p>Children's readiness to learn following playtime will improve.</p> <p>Behavioural incidences on the playground will decrease</p>
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£166, 640