

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	328
Percentage of pupils eligible for JP	55%
Academic year/years that our current Jersey Premium strategy plan covers	2025- 2026
Date this statement was published	January 2026
Date on which it will be next reviewed	July 2026
Statement authorised by	Jenny Posner
Jersey Premium lead	Kelsey Rowland

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£303,000

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, broaden horizons and build positive relationships. 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.

We work closely with colleagues across CYPES to work together to tackle disadvantage. We are part of a pilot group of schools who meet half termly to consider ways of partnership working, sharing practice, and professional challenge to constantly review and improve our provision.

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 inclusion factors (SEN, MLL) – 56% of children eligible for Jersey Premium have at least one of these other factors. 75% of children on the SEN register are eligible for Jersey Premium. More than 35% of children eligible for Jersey Premium have active safeguarding and welfare involvement.
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. WELCOMM data demonstrates extremely low starting points for children’s speech and language development.
3	Assessment data indicates that performance in maths, writing and reading for children eligible for Jersey Premium is below pupils who are not eligible in KS1 and KS2. A large proportion of children start school significantly below where they should be. Data shows that children eligible for Jersey Premium in EYFS are less likely to achieve all Early Learning Goals.
4	Our data shows that there are significant levels of social and emotional issues for many of our pupils. In 2024 62% of the children accessing 1:1 well-being support are eligible for Jersey Premium. 70% of all behaviour incidents in the school are from children eligible for Jersey Premium. In 2024 35 children had bespoke SEHM plans 72% where for children eligible for JP. 30 children (10% of school) receive high level behaviour support – this group of children have 74% of the total behaviour incidents in the school. 22/30 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. 48% of children on the SEN register have SEMH as their recognised SEN need (including those with ASD who have SEMH needs that arise from their ASD), and 40% SLCN as their primary 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. The local area has limited play space. 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
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<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. Further the development of oracy as a Voice21 Oracy Centre of Excellence. Improved language and communication skills reflected in academic work, but also in regulation, social dynamics and communication. Rich culture of talk across the school is well embedded where all members of the school community have the skills and opportunities to be heard and their voice valued.</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. • Sustained downward trend of behaviour incidents reported • 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. Success of this will be reflected in a reduction of behaviour incidents.
<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>Pupils who are eligible for JP perform below their peers In EYFS and KS1. Current data show that pupils eligible for JP attain in line with their peers.</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 age related expectations by the end of Year 2. Targeted interventions in place for children who are significantly below expected levels.</p>
<p>EYFS</p>	<p>Children eligible for Jersey Premium will achieve Early Learning Goals comparable to their cohort. % of children achieving all Early Learning Goals will increase (whole cohort data: 2022 – 9%, 2023 – 44% 2024 – 55%, 2025- 70%)</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>High levels of parent engagement at Pathways, with 80% attendance of families who are joining nursery attending Samares Seedlings during the Summer Term 2024.</p>
<p>Curriculum Development & Enrichment, Teacher Development</p> <p>A broad, balanced, and aspirational Curriculum meets the needs of our children at Samares, providing opportunities for enrichment, oracy, and personal development. Teaching will be highly effective in all year groups.</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>Teaching in all year groups will be highly effective and ensures that all children make excellent progress.</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, supported by physical well-being through SportsBug provision. 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>Subject Leadership team to be established to support the continuous development of each curriculum area to achieve the curriculum intent and implementation plans in place.</p>

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 and Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Oracy Aim: Establish a whole-school approach to oracy as a Voice21 Centre of Excellence. - teachers and school leaders are empowered, passionate and motivated to ensure that the voice of all students is valued in school and beyond. Samares School will be a language rich environment, where children can learn to talk and learn through talk.</p> <p>Activity: Develop and enhance our oracy education further – utilising our accreditation as a Voice21 Oracy Centre of Excellence. Oracy is explicitly taught in all year groups and opportunities to learn to talk and learn from talk are weaved into the curriculum – teachers will be trained to develop their oracy practice further, and this year our focus will be on embedding structured talk across all subjects; develop exploratory talk; provide staff CPD; implement progression from pathways to Year 6.</p>	<p>Rationale: School Wellcomm entry data showed that 90% of Nursery pupils were below age-related expectations in language development at the point of entry. EEF report on oral language interventions demonstrates high impact (+7 months in EYFS and +6 months in primary). Voice21 research showing that oracy increases engagement, attainment, well-being & confidence. Voice21 research links oracy to improved attainment, behaviour, and well-being. (Voice 21, Why Oracy Matters) 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>1, 2,3,4</p>
<p>Phonics</p> <p>Aim – Ensure high-quality and consistent phonics teaching that secures early reading</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. Ensure high quality resources are available to all.</p>	<p>Rationale: Establish a consistent structured approach to the teaching of phonics.</p> <p>EYFS data shows that children are below age related expectations 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>	<p>2, 3</p>

<p>Maths development</p> <p>Aim – to raise outcomes of pupils in maths from EYFS to Year 6 by strengthening mathematical fluency, reasoning, and consistency across the school.</p> <p>Activity – Continue investment in Maths No Problem; staff coaching and planning support; focus on fluency; curriculum development – drawing upon the skills of Jersey Maths advisor and MNP trainer. Maths development will have a clear place in our curriculum development plan and scrutiny of data in termly review. A focus on fluency will be developed in 2025/2026 to support progress across the school.</p>	<p>Rationale:</p> <p>Inconsistent use of Maths No Problem 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> <p>The summative assessments completed previously proved ineffective because they were not aligned with the curriculum coverage. Transitioning to Maths — No Problem! assessments will ensure that the data collected is both accurate and meaningful, enabling teachers to adapt their planning and instruction to better support pupil progress.</p> <p>School data shows that children eligible for Jersey Premium do not perform as well in maths as their peers.</p>	<p>3</p>
<p>Curriculum development</p> <p>Aim - Develop a high quality and 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. To establish and develop a highly effective curriculum leadership team to drive continuous improvement across all curriculum subjects.</p> <p>Activity - Full curriculum review and development of all subject areas in the Jersey Curriculum over a 3 year rolling programme. This</p>	<p>Rationale:</p> <p>The current curriculum is currently not designed specifically to the needs of the children at Samares. There is limited middle leadership structure for curriculum development.</p> <p>The quality of curriculum planning is variable and therefore the impact of quality first teaching is limited.</p>	<p>1,2,3,4,5,</p>

<p>academic year the focus is on embedding changes in implemented in previous academic years.</p>		
<p>EYFS development & Pathways</p> <p>Aim – Establish high quality EYFS provision and work with families before school starting age. Improve early language, social development, and early identification.</p> <p>Activity – The school and Pathways will continue to work closely to enhance the quality of provision and to build strong, positive relationships with families across the community. The appointment of a new Pathways teacher, along with dedicated weekly release time for the Nursery teacher, will ensure continuity between Pathways and Nursery. This will enable learning to begin in Pathways to feed directly into Nursery practice, while also allowing any emerging needs identified in Nursery to be addressed early- before children transition. Staff with early years expertise receive ongoing professional development to further strengthen provision. Additional staffing will be allocated to the EYFS to ensure pupils’ needs are effectively supported. Continued development of the EYFS curriculum and learning environment remains a key priority.</p>	<p>Rationale: Early Years education has huge promise in preventing the attainment gap becoming entrenched. EEF Attainment Gap Report 2018</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>	<p>1,2,3,4,5</p>
<p>Staff training and CPD</p> <p>Aim Ensure high-quality teaching through professional development 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>Rationale: Early years education reduces long-term attainment gaps. 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).</p>	<p>1,2,3,4,5,</p>

<p>3 members of SLT with responsibility for the Impact of Teaching to drive this development forward.</p>	<p>School data shows low starting points across language, communication and regulation. 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>	
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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 Universal screening and targeted language development within class; staff trained to embed WELCOMM strategies.1:1 and small group interventions.</p>	<p>Rationale: 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 90% of Nursery pupils were below age-related expectations in language development (Sept 2023).</p>	<p>2</p>
<p>Adaptive Teaching & Curriculum Pathways</p> <p>Aim: Ensure needs of all pupils are met within the classroom.</p>	<p>Rationale: SIP Priority 2 highlights adaptive practice and universal support as essential. JP pupils often have multiple inclusion factors (76%).</p>	

<p>Activity: Scaffolding, modelling, vocabulary pre-teaching, continual assessment, curriculum pathways for SEN/MLL/SEMH</p>		
<p>SEMH support & provision</p> <p>Aim: To ensure all children can access the full curriculum and make excellent progress.</p> <p>Activity: Additional staff will be deployed in classes with high levels of SEMH need to provide targeted support and maximise learning time. The specialist SEMH teacher will play a key role in supporting, training, and coaching staff to ensure that effective provision is consistently in place, as well as working directly with pupils who present with more complex SEMH needs. The further development of the Zones of Regulation, supported by the new online curriculum, will continue to be embedded during its second year of implementation. Behaviour data will be used to inform staff CPD and to guide additional behaviour teaching and intervention.</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>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.</p>	<p>1, 4</p>

Personal Development

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL – well-being, personal development through play</p> <p>Aim To improve the quality of outdoor play learning opportunities,</p>	<p>Rationale: Quality education should continue in the playground. We need to maximise playtimes by valuing the function</p>	<p>1, 4, 5</p>

<p>improve well-being and behaviour through play.</p> <p>Activity – continue to embed OPAL principles into our lunch time and breaktime provision. Identified staff trained in playworker principles to help children maximise the play provision. Link and use the Jersey Framework review handbook to ensure all aspects of personal development is embedded. 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>of playtimes and how they can be altered to support self-regulation, creativity, language development and social skills. OPAL</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>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 – continue to embed behaviour curriculum through Zones of Regulation curriculum and the wide behaviour curriculum. Ensure the consistent use of a clear behaviour policy, training for staff, and support for high level behaviour needs. Use of Class Charts to monitor and communicate behaviour with staff and parents. Use of Class charts data to support and indicate where improvements, staff training, or change to practice and policy needs to be implemented. Link with other schools and behaviour leads on island with similar contexts to support leaders development and enhance our behaviour curriculum.</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 disadvantaged children then using them independently and habitually. EEF</p>	<p>1,2, 4, 5</p>

<p>Curriculum enrichment opportunities – trips, visits, high quality learning experiences (100 things to do before leaving Samares, Science dome, etc).</p> <p>Aim – Build cultural capital and broaden experiences for all pupils. 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>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>	<p>1, 5</p>
<p>Physical Literacy –Sportsbug</p> <p>Aim: Improve physical fitness and the engagement and enjoyment of physical activity.</p> <p>Activity: The second year of a specialist teacher will deliver targeted PE lessons across the school to close the gap in skills outlined above.</p> <p>Sports bugs will offer bespoke interventions and support lunch time physical activity as well as targeted interventions for key pupils to ensure development in SEHM, Wellbeing and self-regulation.</p> <p>Nursery PE provision will also be provided as well as Sports bug group sessions.</p> <p>The continued development of a full time teacher will have responsibility for the teaching of PE to ensure high quality PE for all children to positively impact physical and mental health.</p>	<p>Rationale: Physical activity has important benefits in terms of health, wellbeing and physical development</p> <p>The Jersey Children and Young People’s survey showed that 63% of Yr 4 and Yr 6 pupils surveyed did not meet recommended levels of daily physical activity.</p>	<p>1, 5</p>

<p>Well-being facilitator & SEMH specialist teacher</p> <p>Aim – Support children’s well-being and improve pastoral support</p> <p>Activity – Wellbeing facilitator in first year to support developing 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>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>SEMH needs across the school are high – the majority of children with SEMH as a recognised SEN need are eligible for Jersey Premium.</p> <p>The Jersey Children and Young People’s survey 2021 showed that 59% 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: £

Glossary

JP – Jersey Premium

SEN – Special Educational Need

ARE – Age Related Expectation

EYFS – Early Years and Foundation Stage

ELG – Early Learning Goal

WELLCOMM – Speech and Language screening and intervention tool

OPAL – Outdoor Play and Learning

MLL – Multi-Lingual Learners

SEMH – Social, Emotional, Mental Health

Voice21 – A charity who supports a network of schools putting oracy at the centre of their curriculum and provision.