

Jersey Premium – Samares School – Impact and Evaluation 2025		
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 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>The development of oracy has continued to be a key focus this year, with staff completing three research projects linked to the behaviour curriculum, presentational talk, and science. Close tracking and monitoring of oracy planning over the past three years has resulted in regular refinement of our Oracy Progression document, ensuring that the progress pupils make is built upon systematically as they move through each year group.</p> <p>We have also relaunched the ‘100 Things to Do Before You Leave Samares’ initiative, ensuring that each year group now includes two to three explicit oracy focused experiences. This supports pupils in developing confident, purposeful communication skills across a range of contexts.</p> <p>We continue to provide outreach and support to other schools across the island, opening our doors to share our approach to oracy. This includes modelling our oracy assemblies, demonstrating effective implementation, and showcasing how we sustain high-quality oracy teaching. Through this collaborative work, we aim to strengthen practice both within our school and across the island.</p> <p>The impact on pupils has been observed in lessons through high quality talk and embedded structures in lessons for speaking and listening. We feel the biggest impact of an oracy education on our children has been that children are able to articulate themselves and communicate more effectively</p> <p>High quality talk from nursery through to Year 6 is central to curriculum planning and an oracy curriculum map outlines a vast range of taught oracy outcomes to a range of different audiences and contexts. The impact Primary WELCOMM has</p>

		<p>had is significant with data demonstrating rapid progress for the vast majority of pupils.</p> <p>The impact Primary WELCOMM has had is significant with data demonstrating rapid progress for the vast majority of pupils.</p> <p>School culture of oracy is well embedded – it transcends into everything we do, and as a result we believe that every voice in our school is heard, and valued. Communication has been supported through the use of Makaton and the development of MLL provision, to ensure language is not a barrier to children articulating themselves</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 	<p>Our behaviour curriculum is now in its second year of implementation. Pupils are taught the Zones of Regulation through monthly discrete lessons, supported by a weekly focus on a ‘Tool of the Day’ and opportunities for deliberate practice of these strategies. This learning is shared with all staff so that approaches can be reinforced consistently, including during OPAL and other out of class learning sessions.</p> <p>Additional initiatives, such as the ‘Lunchtime Lounge’, have also contributed to a reduction in playground incidents by providing a calm, structured space for pupils who may find unstructured times more challenging. This ensures they are supported to have successful and positive playtimes.</p> <p>A significant proportion of incidents come from a small group of children - all with high levels of SEMH need. The continued development of our SEMH specialist teacher and a wider behaviour team has supported the needs of all pupils on a universal and individual basis. This has helped the reduction of behaviours reported in the Spring and Summer term.</p> <p>The number of children with more than four incidents in a half term showed a notable improvement during the Spring term. This reduction reflects the positive impact of our ongoing behaviour expectations and support strategies.</p>

	<p>will be reflected in a reduction of behaviour incidents.</p>	<p>In the Autumn term, the number did increase. While data represents a rise from Spring, this pattern is consistent with previous years. Autumn typically shows higher reporting levels as expectations are re-established, routines are embedded, and new professional relationships are formed. The increase therefore demonstrates that staff are applying behaviour systems consistently and that early identification of need is taking place, helping us intervene promptly and effectively.</p> <p>Additional staff meetings were delivered throughout the autumn term, with targeted training for both teachers and support staff. This ensured that everyone received the appropriate professional development, enabling us to take a proactive approach and provide effective support for both staff and pupils.</p> <p>We have continued to be a Platinum Awarded OPAL School – gaining 100% on the assessment – this continues to recognise 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</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. Increase the percentage of pupils to achieve Developing or Secure at the end of KS1 and KS2.</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 in reading expectations by the end of Year 2. Targeted interventions in place for children who are significantly below expected levels.</p>	<p>2025/26 data:</p> <p>65% of pupils eligible for Jersey Premium in Year 2 were Developing or Secure in Reading (<i>Not JP – 93%</i>)</p> <p>62% of pupils eligible for Jersey Premium in Year 2 were Developing or Secure in Writing (<i>Not JP – 93%</i>)</p> <p>65% of pupils eligible for Jersey Premium in Year 2 were Developing or Secure in Maths (<i>Not JP – 87%</i>)</p> <p>100% of pupils eligible for Jersey Premium in Year 6 were Developing or Secure in Reading (<i>Not JP – 88%</i>)</p> <p>100% of pupils eligible for Jersey Premium in Year 6 were Developing or Secure in Writing (<i>Not JP – 94%</i>)</p>

<p>application by the end of Year 2.</p>		<p>90% of pupils eligible for Jersey Premium in Year 6 were Developing or Secure in Maths (<i>Not JP – 81%</i>)</p>
<p>EYFS</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>Children eligible for Jersey Premium will achieve Early Learning Goals comparable to their cohort. % of children achieving all Early Learning Goals will increase.</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 2025.</p> <p>WELCOMM data will show that 80% percent of children will attain the expected level by the end of Nursery & Reception and 90% of children in Year 1 will be at the expected level for their age demonstrating excellent progress from their starting points.</p>	<p>61% of children achieving all ELGs are eligible for Jersey Premium.</p> <p>% of children who achieved all ELG over the last 3 years:</p> <p>2022 – 23%</p> <p>2023 – 43%</p> <p>2024 - 54%</p> <p>2025 – 64%</p> <p>In 2024 children 24 children from Year 1 to Year 6, were assessed in WellComm and WellComm Primary due to not meeting Green in their previous year. The current data shows 33% of children are in the Amber range and 66% are in the now in the green range as expected for their age.</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, Teacher Development</p> <p>A broad, balanced, and aspirational Curriculum meets the needs of our children at Samares, providing</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. Teaching in all year groups will be highly effective and ensures that all children make excellent progress. All children will complete ‘100 things to do at Samares School’. OPAL provision will ensure</p>	<p>Throughout this year, new long-term and medium-term planning for History and Geography has been developed, alongside the monitoring and evaluation of other foundation subjects by subject leaders. This work has helped drive continuous improvement in our curriculum, ensuring it aligns closely with the goals set out in our school vision. Additional coaching and training for staff has been provided to ensure planning across all subjects meets high</p>

<p>opportunities for enrichment, oracy, and personal development. Teaching will be highly effective in all year groups.</p>	<p>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>	<p>expectations. Our curriculum leadership team are now in their second or third year of leading their subjects, and we now have subject leaders in place for most areas of the curriculum.</p> <p>As curriculum development has progressed, work begun in September 2024 has continued with a strong focus on improving the impact of teaching through the embedding of the Samares four-part lesson structure. This has been a significant strength, enhancing professional development through targeted coaching and mentoring. As a result, teaching across year groups is now highly effective and ensures that all pupils make excellent progress. Our ongoing focus on adaptive teaching ensures that inclusive practice remains at the heart of high-quality provision for every learner. This work has been supported through staff meetings, INSET days, and team or individual coaching sessions, allowing support to be targeted where it is most effective.</p> <p>The 100 Things to Do Before Leaving Samares initiative continues to be a successful and well-loved part of our curriculum, with both children and staff speaking proudly of it. Its presence on social media has contributed positively to changing public perceptions of the school and raising expectations and aspirations within the community. In September 2025, we relaunched the initiative as 100 Things to Do at Samares School, ensuring our curriculum and personal development offer experiences to prepare pupils for the future, strengthen resilience, and provide rich oracy-focused experiences.</p>
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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.