

St John's Primary School

Jersey Premium Strategy 2025

Cohort & Funding	2025
Total number of pupils	178
Number of pupils eligible for Jersey Premium	23
% of pupils eligible for Jersey Premium	12.9%
Publish date	January 2025
Review date	July 2025
Jersey Premium lead	Mr Jamie Hazley

Funding Overview	Amount
Jersey Premium Funding allocation this year	Unconfirmed

Part A: Jersey Premium strategy plan

Statement of Intent
St John's School is committed to ensuring that all children are supported to achieving their potential academically and to develop the skills and attributes necessary to succeed as they proceed to Secondary School and through life. Our ultimate objective for our Jersey premium eligible children is that there is no gap in achievement between these pupils and their peers. Our current Jersey Premium strategy plan work towards achieving those objectives by providing additional one to one support with their teachers. Our strategy includes teaching projects, targeted interventions and wider strategies and compliments the overarching aims on the School Development Plan.

Government of JERSEY

School Context
St John's School is a traditional, rural, parish primary school with many families who have attended the school for generations. We are a one-form entry school. We have strong links with the Parish Church, Parish Hall, our Connetable and contribute to articles explaining our distinctive school life in the Parish Magazine.

Challenges

Challenge number	Detail of challenge
1	Several children eligible for Jersey Premium funding not making expected progress in writing, reading and/or maths despite availability of quality first wave teaching.
2	Concerns arisen from the "Jersey Children and Young People's Survey" indicating needs to address in the physical activity and wellbeing levels
3	Children in receipt of Jersey Premium may not have the opportunities to engage in wider activities or experiences such as performance singing, playing an instrument, participating in extra-curricular activities

Intended outcomes

Challenge Number	Intended outcome	Success criteria
1	For disadvantaged pupils who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths	100% of disadvantaged pupils who do not have a cognitive SEND need will be developing or secure in their year group's curricular expectations.
2	Increase in levels of physical activity and increase in ability in the 8 core areas of physical literacy	All children in Year 4 and 6 (*Year groups tested by Jersey Sport*) to show improvements across the 8 areas of Physical Literacy
3	All children have the opportunity to engage in a wide range of extra curriculum activities and curriculum enhancements	100% of children eligible for JP funding

Teaching projects (High quality teaching) and CPD

<table>
<tr><th>Project and Rationale</th><th>Expected Outcome</th><th>Challenges Addressed</th></tr>
<tr>
<td>Aim
Increased percentage of children achieving the minimum level against the Physical Literacy Assessments
Rationale
Evidence in island wide health assessments and previous island wide physical literacy assessments indicate that our children require a consistent and high-quality approach to the teaching of physical activity and core skills.
Activity
Physical Literacy trained coach to deliver 1 hour of top-quality PE coaching across school
Cost
Approx. £11000</td>
<td>End of Autumn Term 2024 Data:
<table>
<tr><th></th><th>Aerobic</th><th>Agility</th><th>Power</th></tr>
<tr><td>Year 4</td><td>28.7</td><td>21.6</td><td>1.41</td></tr>
<tr><td>Year 6</td><td>25.4</td><td>21.2</td><td>1.38</td></tr>
</table>
To make 8% progress across all 3 areas for both year groups tested by the Jersey Sport Coach- Mr Andy McKay.</td>
<td>2</td>
</tr>
<tr>
<td>Aim
All Learning Support Assistants to have a profound understanding of the cornerstones of mathematics, laying the foundations for a lifelong appreciation of mathematics.
Rationale
Training and understanding in the White Rose Primary Intervention Programme aligns with the models, representations, and small steps adopted in classrooms. This synergy creates a harmonious learning experience for children, reinforcing concepts learned in class through the intervention programme.
Activity
All LSA's to be fully trained in 5 modules of the Primary Intervention Programme
Cost
£2660</td>
<td>LSA understanding and confidence in the delivery of the 4 cornerstones of mathematics to improve, increasing children's exposure to high quality teaching.</td>
<td>1</td>
</tr>
<tr>
<td>Aim
Teacher (JM) and LSA (RM) to have a profound understanding of the teaching of Phonics to those who have missed out on phonics learning and are now in Key Stage 2
Rationale
Phonics gives children the tools to read almost every word that they come across. "There is clear consensus and abundant evidence that in alphabetic languages, phonological decoding is at the heart of learning to read" (Kate Nation 2017) and reading is the gateway to learning.
Activity
JM and RM to undertake ELS Progress training with Tara Dodson (co-author) and school to purchase the resource
Cost
£645 resource and £1155 for the training</td>
<td>Assigned teacher and assigned LSA's understanding and confidence in the delivery ELS Progress to improve, increasing children's exposure to high quality teaching.</td>
<td>1</td>
</tr>
</table>

Targeted academic interventions

Project and Rationale	Expected Outcome	Challenges Addressed
Aim For disadvantaged pupils in Key Stage 2 who do not have a cognitive SEND need to reach age-related expectations in Spelling (phonetic awareness) **Rationale** Phonics gives children the tools to read almost every word that they come across. *"There is clear consensus and abundant evidence that in alphabetic languages, phonological decoding is at the heart of learning to read"* (Kate Nation 2017) and reading is the gateway to learning. **Activity** Janet Moorhouse (Supply Teacher- 2 afternoons weekly) to work with "targeted" children in receipt of JP funding through use of ELS Progress (Year 3) Rosie McManus to work with "targeted" children in receipt of JP funding through use of ELS Progress (Year 5) **Cost** £7500	1) To develop an increased interest level in reading for our lower attaining readers. 2) To observe accelerated progress in the individual children's standardised score results in reading from Autumn 24 to Summer 2025.	**1**
Aim For disadvantaged pupils in Key Stage 2 who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths **Rationale** Our average Key Stage 2 JP Summative Performance Indicators and Standardised Scores from NTS Reading and White Rose Summative Assessments are below non-JP **Activity** Jamie Hazley to provide 25 weeks of tutoring to support Arithmetic and Punctuation, Spelling and Grammar. **Cost** N/A	The number of Jersey Premium children meeting "End of Year Expectations" in Maths and in the Spag End of Key Stage 2 Assessments to be at least in line with Jersey Averages.	**1**
Aim For disadvantaged pupils in Key Stage 2 who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in maths **Rationale** At the end of the Autumn Term 2024, the average Standardised Score across Key Stage 1 and 2 was 99.67 whilst the average for children in receipt of JP funding was 94.89 **Activity** Identified children to receive targeted Primary Intervention Support (PIP) in addition to "class maths" by a fully trained LSA **Cost** Unknown	1) To develop increased mathematical confidence as children who have strong math confidence are unafraid to make mistakes. They know that mistakes are stepping-stones that help us learn. 2) To observe accelerated progress in the individual children's standardised score resulting in the gap between whole school (99.67) and JP (94.89) closing.	**1**
Aim To support all children with identified Speech and Language needs in school **Rationale** The EEF state that Communication and Language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. The evidence base is strong and can make significant impact where a trained member of staff is effectively deployed. **Activity** Speech and Language trained practitioner to support	1) Identified LSA to be trained to support individualised targets 2) Children to make accelerated progress through their set targets	**1**

children's speech and language needs as advised by SALT. **Cost** £3500		
Aim To promote and ensure that all children have opportunities for shared reading in the family home. **Rationale** In 2018 the EEF published a paper- "Preparing for Literacy." The fifth recommendation is to "*Support parents to understand how to help their children learn*." One of the main promising strategies within this recommendation is to" *run workshops showing parents how to read and talk about books with their children effectively*." **Activity** Teacher, Nursery Officer and Learning Support Assistant supported "developing home reading" sessions across EYFS and Key Stage 1 **Cost** Story Sack Resources- Staffing-	Develop high quality reading interactions between parents and their children to further develop a love of reading across school ensuring our children read for pleasure.	**1**

Wider Strategies

Project and Rationale	Expected Outcome	Challenges Addressed
Aim To improve targeted pupils' sense of personal wellbeing **Rationale** Art therapy is a technique rooted in the idea that creative expression can foster healing and mental well-being. It is the use of artistic methods to enhance mental health. It ensures we provide a way to work "therapeutically" with children *"Art therapy can be effective in improving children's quality of life such as emotional and behavioural difficulties"* Moula 2020 **Activity** Therapeutic Arts Practitioners (Kate Harte) to provide 1:1 sessions **Cost** 4 hours weekly= £3120	To develop increased well-being: increased self-esteem, improve a child's ability to regulate their own emotions and improve the individual's readiness to learn.	**3**
Aim To ensure a smooth and seamless transition for our children moving from St John's School into secondary **Rationale** The EEF identifies "a Trio of Challenges" that are the main cause of issue for transition: -Lack of Curriculum Continuity -Lack of Familiarity -Lack of Network https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1736443706 **Activity** The development, to include the Well-being Service", of an extensive package for secondary transition to address the "trio of challenges" **Cost** Unknown	Confident students and all-important milestones of the transition process.	**1 and 3**
Aim To provide an outlet for "big emotions", develop physicality and promote self-discipline whilst offering a curriculum enhancement. **Rationale** Sensory Processing is the foundation on which we build emotional control, everyday life skills, speech, physical development, academic success and mental health. Strong sensory processing and integration builds calm, content, coordinated and confident people. **Activity** Joe Brophy (RELEASE Jersey) to deliver 20 minutes boxing sessions and complete boxing award with targeted children **Cost** £7020	All children who are identified to engage within the programme will have a vehicle to release big emotions, experience a new sport which they potentially continue outside of school, and it contributes to improve their overall experience of school.	**2 and 3**

Part B: Review of outcomes in the previous academic year

Project	Impact
Staff to undertake 'When the Adults Change' positive behaviour approach by Paul Dix and adapt the "Positive Behaviour through Positive Relationships" Policy to reflect whole staff agreements	CPD has been undertaken by all staff and policy and procedures have been reviewed. All staff now endeavour to modify behaviour rather than manage it- the focus is to work from our relationships. Our work in this area was reviewed by the Lead Advisory Teacher for Social, Emotional and Mental Health Team who reports: *"I was extremely impressed hearing about the journey you have been leading your school through this academic year. Your leadership has enabled your staff to reflect on their behaviours, attitudes and beliefs. Your school is undergoing a cultural change where all staff can contribute to the transformation. Your inclusive approach is inspiring which will enable the pupils at St Johns Primary School to thrive and flourish during their educational experiences at your school."*
Buy in LEXIA Core 5 Reading for those children with difficulties in this area timetabling this into their school provision and home learning expectations	The programme was purchased in the Spring Term and was trialled. It was used as a targeted intervention across the Autumn Term. Of the children eligible for JP funding from Year 2 through to Year 6, 35% access the LEXIA programme through targeted sessions in school and a weekly session at home. The impact across the Autumn term can be seen however more sustained use of the programme is required for greater impact. On average across the Autumn Term each child: ✓ Completed- 50 units ✓ Months of accelerated growth- 1.78
Physical Literacy trained coach to deliver 1 hour of top-quality PE coaching across school	Year 4 and Year 6 data was captured in the Autumn Term only so no data to compare with however we shall have this comparison for the next years academic review. Pupil voice was sought to establish impact and 84% of children expressed that they enjoy working with our Jersey Sport Coach and 66% have confidence in their sporting ability.

Targeted academic interventions

Project	Impact
Janet Moorhouse (Supply Teacher- 2 days weekly) to work with "targeted" children in receipt of JP funding focusing on maths and reading	Janet Moorhouse has provided targeted support for our JP pupils in Year 5 and 6 in Maths and Reading. **Year 5 Standardised Scores** PUMA Autumn 23: **93.9** White Rose Assessment Summer 24: **99** PIRA Autumn 23: **99.9** PIRA Summer 24: **100.7** **Year 6 Standardised Scores** PUMA Autumn 23: **96.78** Maths End of Key Stage 2 scaled score 24: **103.1** PIRA Autumn 23: 99.3 Maths End of Key Stage 2 scaled score 24: **105** Due to staff absence and increasing needs across the school, Janet was unable to support consistently across Year 5 and 6 however did undertake some work with these children. Progress was made across all areas and Janet's work supported this.
Jamie Hazley to provide 25 weeks of tutoring to support Arithmetic and Punctuation, Spelling and Grammar.	6 of the 7 children in this cohort eligible for Jersey Premium funding attended the tutoring sessions. Below I outline the average scaled score across Year 6 for the three End of Key

	Stage 2 Assessments and the average score for the 6 who attended the sessions: <table><tr><td></td><td>SPAG</td><td>Maths</td><td>Reading</td></tr><tr><td>Year 6</td><td>102.1</td><td>103.1</td><td>105</td></tr><tr><td>JP Children</td><td>106.6</td><td>104.8</td><td>105.3</td></tr></table>It is evident that the intervention made significant impact to all pupils but particularly to those in receipt of JP funding.

Wider Strategies

Project	Impact
Therapeutic Arts Practitioners (Heather Paul and Kate Harte) to provide 1:1 sessions.	Heather Paul and Kate Harte have been delivering targeted Art and Play therapy with four JP children. As of the end of the calendar year she has successfully sign two children off and will be starting with another two in January. The impact of the sessions on the children has been judged from observation and parental feedback: *"...we have noticed a significant difference."* *"...art therapy has been the perfect platform and aid to help him learn techniques and different coping mechanisms."* *"We would recommend therapeutic arts intervention to any parent whose child is suffering from anxiety or emotional/ behavioural issues"*
Purchase sensory stimulating resources to enhance our sensory spaces ensuring they are externally reviewed.	   The introduction of and proactive use of both the sensory and light rooms has ensured our children can: 1. Self-regulate and manage anxiety 2. Improve their sensory processing, focus, and engagement. 3. Effectively communicate and interact with others. 4. Develop cognitive and motor skills. 5. Feel in control.