

St John's Primary School

Jersey Premium Strategy 2026

Cohort & Funding	2026
Total number of pupils	170
Number of pupils eligible for Jersey Premium	18
% of pupils eligible for Jersey Premium	10.6%
Publish date	January 2026
Review date	January 2027
Jersey Premium lead	Mr Jamie Hazley

Funding Overview	Amount
Jersey Premium Funding allocation this year	**£36,000**

Part A: Jersey Premium strategy plan

Statement of Intent
St. John's Primary School is a happy and inclusive one-form entry school with eight classes, including a Nursery, and a roll of 170 pupils. The school community strongly embraces the core values of **Thinking, Learning, Caring** which underpin a purposeful, welcoming and supportive learning environment. The school serves a diverse community. 11.3% of pupils are Multilingual Learners, representing 7 different home languages, predominantly Portuguese, with most pupils demonstrating strong English proficiency. 10.6% of pupils are eligible for Jersey Premium funding. Academic attainment is consistently above that of other Jersey schools, particularly in reading and writing. Attendance is high, recorded at 96% in 2024/25. The school will now provide extensive wraparound care, including a breakfast club, sports clubs and from February 2026, the school

will offer an after-school provision through till 5:30pm.

St John's Primary School is committed to ensuring that every child thrives, regardless of background or circumstance. The Jersey Premium Strategy is designed to promote academic excellence through rich and meaningful learning experiences, firmly rooted in the school's core values of Thinking, Learning, Caring.

By investing in the development of teacher expertise, the school ensures high-quality teaching and learning for all pupils from the Early Years onwards. Evidence-based strategies are used to support pupils facing multiple risk factors, while also strengthening provision across the whole school. Success is measured not only through strong academic outcomes in reading, writing and mathematics, but also through engagement in a broad, balanced and enriching curriculum.

High-quality teaching is recognised as having the greatest impact on disadvantaged pupils. As a result, the school prioritises an inclusive, engaging curriculum that broadens pupils' life experiences and future opportunities. Strengthening subject leadership supports continuous improvement and promotes curiosity, as well as social and cultural understanding.

The strategy places a strong emphasis on enrichment and access to the wider curriculum. Jersey Premium funding supports structured play opportunities, sports, music tuition and choir. Targeted interventions, delivered by skilled Learning Support Assistants, accelerate progress through structured small-group support, reflecting research-informed best practice.

The overarching aim is for every child to develop into a responsible, independent and successful learner, well prepared to contribute positively to society. The Jersey Premium Strategy supports this by ensuring every child:

Fulfils their potential

Contributes positively to their community

Engages in meaningful learning experiences

Builds positive, trusting relationships

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	Pupil outcomes and classroom observations indicate that our pedagogical approach to the teaching of **reading and maths across Lower Key Stage 2 and Upper Key Stage 1** is not having the impact we expect. Pupils eligible for Jersey Premium Funding are less likely to succeed and achieve end of year expectations and are statistically more likely to fall behind their peers.
2	Our data shows that there are **significant levels of social and emotional issues** for several of our pupils. More than 50% of the children across our school who currently require higher levels of support in the classroom to be successful, are in receipt of Jersey Premium Funding.
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

Intended outcome	Success criteria
Attainment Children across Year 2, 3 and 4 will show improved attainment in reading and maths	Pupil data from the end of the academic year will show an upward trend of pupils eligible for Jersey Premium achieving against the year group curriculum. 100% of all pupils to achieve Developing or Secure at the end of the year, to ensure our data remains above other Island Primary Schools
Readiness to Learn To achieve and sustain improved behaviour and trust in relationships for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of behaviour demonstrated by: -Data from pupil surveys, parental surveys and teacher observation -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 -Impactful SEN provision for children with SEMH needs
Curriculum Engagement and Enrichment All pupils, especially those entitled to JP funding, know that the school offers access to a range of enrichment activities in sports and music and many choose to participate.	All pupils know about and have access to the provided additional opportunities

Teaching projects (High quality teaching) and CPD- £9,000

Project and Rationale	Expected Outcome	Challenges Addressed
Aim Increased quality of core skill delivery, leading to improved access to a wider range of sport in school and within the local sporting community **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	Pupils eligible for Jersey Premium (*and non-JP peers*) demonstrate improved fundamental movement and core physical skills, enabling them to participate more confidently and successfully in a wider range of school sports. Increased participation of Jersey Premium pupils in extracurricular sporting activities, both within school and through local clubs and community provision. Greater equity of access to sporting opportunities, with Jersey Premium pupils represented proportionally in school teams, competitions, and community sport pathways.	**3**

Targeted academic interventions- £6500

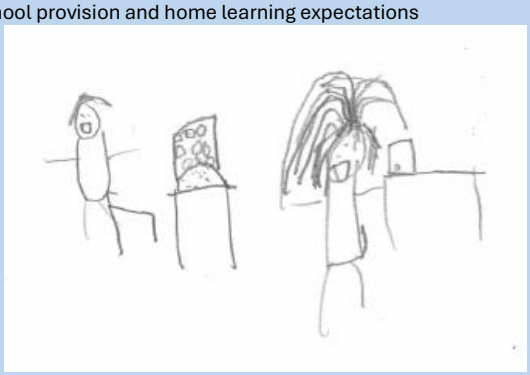
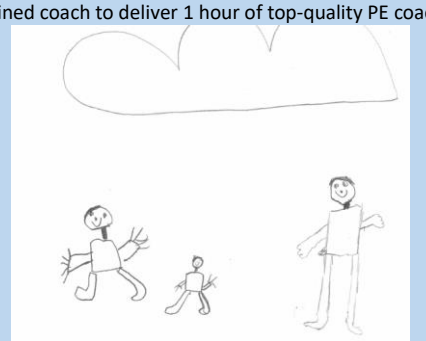
Project and Rationale	Expected Outcome	Challenges Addressed
Aim For disadvantaged pupils in Key Stage 2 who do not have a cognitive SEND need to reach age-related (secure or developing Summative Performance Indicator) expectations in reading, writing and maths **Rationale** Our average Key Stage 2 JP 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.	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 disadvantages pupils across Year 2 and 3 to make accelerated progress in their reading **Rationale** The average Reading Standardised Score from Year 4 is 105 whilst between Year 2 and 3 it is down at 96.5 **Activity** Each class teacher to be provided with an hour's release weekly to use the SHINE Reading Intervention Package alongside children with a current Standardised Score below 80.	The average Standardised Score across Year 2 and 3 will increased to 100 and will close the gap to the National Average.	**1**

Wider Strategies- £16,000

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*	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**

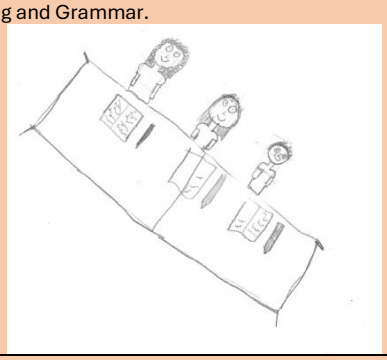
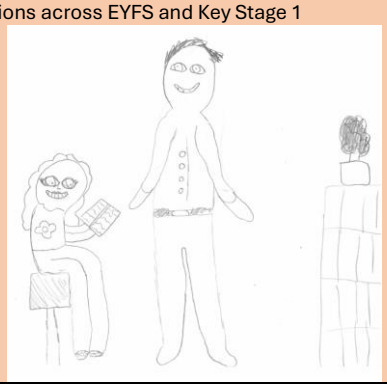
quality of life such as emotional and behavioural difficulties" Moula 2020 **Activity** Therapeutic Arts Practitioners (Kate Harte) to provide 1:1 sessions		
Aim To reduce escalation of incidents at unstructured times **Rationale** We require a school-based club to provide a structured, supportive environment for a small number of students needing help with emotional regulation, social skills, or managing stress during busy lunchtimes, often offering activities like games or providing a quiet space to build confidence and social connections away from overwhelming unstructured periods. **Activity** Development of an SEMH Lunchtime Provision	Key Impacts of an SEMH Lunch Club will be: 1. Improved Emotional Regulation 2. Enhanced Social Skills Development 3. Increased Engagement in Learning 4. Sense of Belonging 5. Better Wellbeing and Reduced Absences 6. Targeted Support In essence, the lunch club acts as a preventative and early intervention strategy, providing crucial support that allows pupils with SEMH needs to thrive academically and personally.	**2**
Aim To develop the social skill base for children who experience difficulties with social communication, collaboration, emotional regulation and peer relationships. **Rationale** We have a number of children who struggle in social communication, collaboration, emotional regulation and in their peer relationships. They will benefit from structured opportunities to develop confidence, teamwork and interpersonal skills. **Activity** Weekly LEGO Club Sessions	Through consistent participation in LEGO Club, we expect pupils to demonstrate: **Improved social communication skills** Increased ability to listen to others, take turns and respond appropriately Improved use of language to explain ideas, ask for help and negotiate with peers Greater understanding of social rules and expectations within group contexts **Stronger peer relationships** Increased positive interactions with peers Improved ability to collaborate and work towards a shared goal Greater sense of belonging and social identity within a peer group **Enhanced emotional regulation and resilience** Improved tolerance of frustration and setbacks Increased ability to resolve conflict with support rather than escalation Greater confidence when faced with challenge or disagreement **Improved self-esteem and confidence** Pupils experiencing success through strengths-based activities Increased pride in achievement and willingness to share success with others Reduced anxiety around social interaction due to clear structure and expectations **Transfer of skills beyond the sessions** Improved social behaviour in the classroom, playground and unstructured times Increased engagement in group learning activities	**2**
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	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

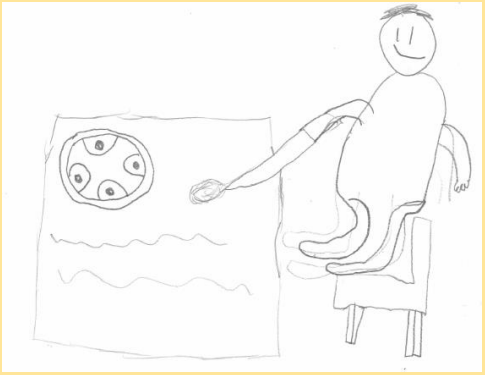
Project	Impact
All LSA's to be fully trained in 5 modules of the Primary Intervention Programme	45% of the LSA Staff body completed the training due to commitments. The training was offered after school as it wasn't possible to release staff during the working day. PIP programme was never rolled out however teaching staff identified increased confidence in LSA's who attended, when supporting children struggling to grasp core skills.
LEXIA Core 5 Reading for those children with difficulties in this area timetabling this into their school provision and home learning expectations 	Lexia has been implemented as a targeted intervention to support the development of reading and spelling. Where the programme has been used consistently in school, it has demonstrated a positive impact on pupils' progress; however, impact is significantly reduced in year groups that rely primarily on home participation. In Year 4, baseline data showed that 100% of pupils accessing Lexia were working below age-related expectations. Following the introduction of daily 10–15 minute in-school Lexia sessions, 20% of these pupils are now on track and working in their year group band, demonstrating that regular, structured access in school is essential to accelerate progress for learners. This 20% will increase as the children have more access to the programme. In Year 3, the introduction of a consistent daily routine for Lexia use has led to increased engagement and more regular access for targeted pupils. This model is now proving effective. Evidence indicates that daily, timetabled Lexia sessions of 10–15 minutes are necessary to secure measurable progress for pupils. Whole-school consistency in implementation is now required to strengthen outcomes, particularly in upper key stage 2.
LSA's to undertake ELS training (Progress Included) with Tara Dodson (co-author) and school to purchase the resource	All LSA's were involved in the Whole School Phonics INSET. Phonics now has complete fidelity to ELS methodology, all LSA lead intervention and can confidently assess children resulting improved outcomes for children. *Difficult to show impact as would require the comparison of different cohorts of children*
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** White Rose Autumn Term 24: **103** White Rose Autumn Term 25:**101** NTS Reading Autumn 24: **103** NTS Reading Autumn 25: **105** **Year 6 Standardised Scores** White Rose Autumn Term 24: **102** Maths End of Key Stage 2 scaled score 25: **103.1**

	NTS Reading Autumn 24: **103** Maths End of Key Stage 2 scaled score 25: **106.9** 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 most areas with all average scores remaining higher than National Average, and Janet's work supported this.
Jamie Hazley to provide 25 weeks of tutoring to support Arithmetic and Punctuation, Spelling and Grammar. 	2 out of 4 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 2 who attended the sessions: <table><tr><th></th><th>SPAG</th><th>Maths</th><th>Reading</th></tr><tr><td>Year 6</td><td>106.1</td><td>103.1</td><td>106.9</td></tr><tr><td>JP Children</td><td>104</td><td>106.5</td><td>108.5</td></tr></table>It is evident that the intervention made significant impact to all pupils and to those in receipt of JP funding.
Speech and Language trained practitioner to support children's speech and language needs as advised by SALT.	Charlotte Bisson (Speech and Language Therapist- Child Development and Therapy Centre) has started on this support package this academic year (2025-2026) with JP funding the additional hours of training for our EYFS Support Staff- *too early to currently assess impact*.
Teacher, Nursery Officer and Learning Support Assistant supported "developing home reading" sessions across EYFS and Key Stage 1 	During the Spring Term all families across EYFS and Key Stage 1 had a "developing home reading" session facilitated by a school staff member. Within the session expectations were discussed as well as tips and techniques for developing skill and love for reading in the home.

Wider Strategies

Project	Impact
Therapeutic Arts Practitioners (Kate Harte) to provide 1:1 session 	Kate Harte delivered targeted Art therapy with four 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 parental feedback: *"These sessions have really helped ____ and have been reassuring for myself to know that he/she had the outlet there if needed* *____ told me last night that he/she enjoys it' - which sounds bland but considering the child, is brilliant feedback!!* *____ was always excited to tell me what he/she was making and really enjoyed the time with you* *We have seen some huge improvements with ____, which has been amazing"*

Joe Brophy (RELEASE Jersey) to deliver 20 minutes boxing sessions and complete boxing award with targeted children  	Joe Brophy delivered boxing sessions to 5 children across the academic year missing the last two months of the year with a broken wrist. The impact of the sessions on the children has been judged from parental feedback of the 5 children that were involved- 40% of whom were eligible for JP Funding: *"...He clearly formed a positive attachment to him and there was some evidence emerging that Joe was instilling the theory of why we don't use boxing outside of training."* *"Given that_____ often struggles with building new relationships, Joe's patience and understanding made a significant difference. He adapted to _____'s pace, which helped create a comfortable environment for him."*