

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	First Tower
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Lyn Linton
Jersey premium lead	Lyn Linton

Funding overview

Detail	Amount
Jersey premium funding allocation this academic year	£196,000
Total budget for this academic year	£196,000

Part A: Jersey Premium strategy plan

Statement of intent

All staff are determined that all pupils make good progress and achieve high attainment across all subject areas. The focus of our Jersey Premium strategy is to ensure disadvantaged pupils are equally able to achieve that goal.

There are a greater number of disadvantaged pupils at First Tower than the school is funded for – pupils for example, who are in very challenging home life situations; whose parents have suffered significant changes in income (during covid times); pupils who suffer with anxiety. The school may not receive JP funding for these families.

At First Tower, the support for all pupils matches the need. Teachers, LSAs and all staff, consider the challenges faced by vulnerable pupils, and are mindful of this during the school day: both in lessons and at break periods. There is a strong sense of nurture across the school. This applies to all pupils, whether they are listed as eligible for Jersey Premium, or not.

High-quality teaching and learning is key. Monitoring shows improving standards of planning, marking and feedback, lesson delivery, mixed ability working, and environmental support there are some elements of outstanding practice. This supports the school's determination to both close the attainment gap for disadvantaged pupils and sustain progress for the 'non-disadvantaged'.

In conjunction with this, the good standard of Nurture and behavioural support should develop excellent behaviour for learning, across the school. Our ultimate aim, is to reduce or remove the barriers to learning for all children, including the pupils eligible for Jersey Premium. Increasing numbers of pupils with SEN/ASD/ADHD as well as social/emotional challenges require significant support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	More consistent outstanding teaching needs to be evident across the school and curriculum. To ensure outstanding achievement is consistent across the school.
2	Increased use of diagnostic assessment to ensure greater precision when identifying issues that are preventing disadvantaged pupils from thriving in the classroom.
3	Pupils insufficient speaking and listening skills are inhibiting their ability to articulate their learning and ability to make rapid progress.
4	Some pupils' have significant gaps in writing skills and as a result are not achieving expected outcomes for their age.

5	Pupils' reading skills- some pupils find age appropriate texts; hard to access, challenging to comprehend and demanding in terms of the reading stamina required to read them in the time available.
6	Persistent absence rate for some pupils eligible for Jersey Premium is too high and does not align with absence rates for pupils who are not eligible for JP. This reduces school hours for pupils eligible for JP and makes their learning disjointed. Some pupils attend school but are opting out of lessons

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
All practitioners are highly skilled and have high expectations for achievement for all pupils.	Teaching is consistently high quality across the school Pupils demonstrate positive learning behaviours and thrive in lessons. All cohorts are on track to make positive progress in R, W & M by the end of the year and at least 60% of all pupils are working at age related expectations or above in R, W, M.
High quality resources including literature used to motivate and inspire pupils. The curriculum meets statutory requirements, is ambitious for all pupils and ensures equity.	Pupils' entitlement is met in all subjects in all year groups. Pupils are keen to develop further subject knowledge independently. Increased development of enrichment opportunities.
Pupils make good progress from their different starting points because gaps in learning are identified quickly through robust and accurate diagnostic assessment.	Teaching is adaptive and responsive to pupils' needs. Pre-teaching and same day intervention is integral to teaching practice. Pupils learn from their mistakes.
Pupils have a love for writing. Pupils are able to write for different purposes and audiences.	In all year groups the majority of pupils eligible for JP will be achieving within age related expectations. Pupils have a clear understanding of the writing process and competent skills for their age.

Speaking and listening skills (Oracy) are an integral element of all aspects of the curriculum and across key stages.	Pupils can articulate the next steps in their learning clearly and precisely using appropriate language and vocabulary. The confidence and self esteem of pupils improves, enabling them to challenge themselves and each other in a safe nurturing environment. Pupils are more able to self-regulate because they have improved communication skills.
Pupils reading skills will be on an improved trajectory, they will have a more positive relationship with books, be more enthusiastic, confident readers with an increased understanding and engagement with texts.	All cohorts are achieving secure in reading By July Year 2: 70% Year 6: 75% Pupils read widely and often.
Persistent absence for JP pupils reduces, school and lessons are “unmissable” for all pupils	The majority of pupils eligible for JP will have attendance above 96%.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development- key focus on improving diagnostic assessment and moderation skills of practitioners when assessing pupils learning in particular; reading, writing and maths	“A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.” Assessing and Monitoring Pupil Progress EEF	1,2,4,5
Oracy- VOICE21 Introduce and implement the VOICE 21 programme. VOICE 21 leader and oracy champions to join cohort 3 of island partnership. SLT to fully support initiative by attaching high status – SDP, agendas, regular CPD	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 and confidence (VOICE21, Why Oracy Matters)	3,4,5

Release time for subject leaders to implement change and monitor improvements.	“While up-front training is important in developing a conceptual understanding of a new approach, crucially, training alone is unlikely to be sufficient to yield changes in practice. Often, it is only when follow on support is added to training, in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours” A School’s Guide to Implementation 2019 EEF	1, 2
Release time for school based leader to implement a programme of coaching and/or mentoring for CPD.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £148,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day intervention including early morning learning clubs: additional support staff utilised to enable either the class teacher or teaching assistant to deliver targeted support to specific pupils including pre-teaching.	<p>High quality targeted support can be effective in supporting children’s learning. (EEF Improving Maths in KS1 and EYs Jan 20)</p> <p>The EEF making best use of Teaching Assistants identifies exemplary practice as “TAs work with a range of pupils within the class and supplement and extend the teachers’ work rather than replace them. Support for specific individuals or groups is structured so it helps them access general classroom teaching. Teachers’ moment by moment decisions regarding TA deployment are driven by pupils’ needs.”</p>	1, 2, 4, 5
Extend use of technology to support pupil’s reading across the school through use of Lexia, reading pens, J2E	<p>Recent guidance has made repeated references to the need to develop reading proficiency: The Education Endowment Foundation (EEF) recommends that teachers in KS1: <i>Teach pupils to use strategies for developing and monitoring their reading comprehension</i> IMPROVING LITERACY IN KEY STAGE 1 Guidance Report 2017</p> <p>“High quality literature including demanding age appropriate texts have proven to improve pupils reading age. Following evidence of impact, KS1 colleagues who have previously taken part in this project found it to be useful and are now disseminating the approach school-wide.” (Herts for Learning reading fluency project Impact Report 2018)</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £nil

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher monitors pupils and follows up quickly on absences. First day re-sponse provision.</p> <p>Attendance reports shared and reviewed with targeted families in accordance with any attendance/punctuality plans.</p>	<p>We cannot improve pupils' progress if they are not in school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>6</p>

Total budgeted cost: £219,000

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2023 to 2024 academic year.

Published school data indicates pupils' attainment overall meets Jersey expectations and in some subjects and year groups exceeds island averages.

The 2025 Y6 cohort made expected progress from their different starting points in Y2. Although the percentage of pupils achieving "secure" in Reading, Writing and Maths was below island averages this is within the context on lower than average CAT scores for this cohort, school 93, island 101. Y6 JP pupils made greater progress than JP pupils in other schools in both writing and maths.

The 2025 Year 6 cohort Jersey Premium pupils achieved better in all subjects than pupils in other Jersey maintained schools. SEN pupils did better than in other Jersey maintained schools in writing.

In Y2 JP pupils continue to achieve better in Reading, Writing and Maths than in other Jersey maintained schools. In writing, First Tower JP pupils outperformed other Jersey maintained school by 12%.

Y6 Multi-lingual learners make good progress during their time at First Tower. MLL in Year 6 continue to achieve above their peers in Reading, Writing and Maths.

Changes made to assessment procedures has resulted in more robust tracking of pupil attainment and progress. Termly Pupil Progress Meetings are well established and are led by the DHT and Phase Leaders this ensures that they have the required knowledge to support their Phase Team to meet the needs of all pupils.

Y6 GPS data indicates an increasing percentage of pupils achieving greater depth, demonstrating the potential for pupils to achieve 'secure' in writing; this is not reflected in our current data. Following the success of a Year 4 intervention "Winning at Writing" the decision was made to purchase HfL's Essential Writing which uses many of the strategies from the intervention. Key quality texts are the basis of this programme which is now in its second year of implementation. Learning scrutinies as well as internal data suggests pupil outcomes across the school are improving.

Following the introduction of Little Wandle phonics (Sept 2023), the Little Wandle Reading program was introduced (2024) to align with the phonics program. There has been considerable continued investment in new books to ensure fidelity to the program. School monitoring identified the need for a structured transition from phonics to fluent reading once pupils have reached the end of Phase 5 phonics. To facilitate this, the Little Wandle Fluency Program is now being embedded. Pupil voice evidence at the end of 2025 suggests high levels of pupils' enjoyment and engagement.

The Nurture Provision is having a positive impact on the pupils' wellbeing and personal development. Pupils are learning strategies to support their emotional wellbeing and are responding positively to the targeted provision, evidenced through observations over time and improved learning dispositions when

accessing their afternoon class-based learning. Boxall data evidence reflects a reduction in challenges and barriers to learning experienced by pupils who have transitioned back to class following four terms of Nurture Provision. As a result of the success of our KS1 Nurture room the provision has been extended and in 2025/6 we will begin a KS2 Nurture for some Y 4 pupils.

Further information (optional)

Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Jersey Premium funding.