

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	366
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Lyn Linton
Jersey premium lead	Lyn Linton

Funding overview

Detail	Amount
Jersey premium funding allocation this academic year	£231,000
Total budget for this academic year	£231,000

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, TAs 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	Many pupils do not have access to sufficient high quality teaching and learning resources, which support pupils' learning and ensures rapid and sustained progress across the curriculum.
3	Increased use of diagnostic assessment to ensure greater precision when identifying issues that are preventing disadvantaged pupils from thriving in the classroom.

4	Pupils' gaps in Mathematical skills and knowledge in particular fluency skills – the ability to apply procedures accurately, efficiently and flexibility; to transfer procedures to different problems and contexts.
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	Increasing numbers of pupils with significant SEMH needs requiring a trauma informed approach to teaching and learning.
7	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.

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.	88% of the teaching is good; at least 32% is outstanding – over time 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 70% 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 and promotes equality for all.	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 secure mathematical fluency skills.	<p>In all year groups the majority of pupils eligible for JP will be achieving within age related expectations.</p> <p>Pupils will have secure knowledge and understanding of number skills relevant to their age group.</p> <p>Fluency is an integral component of the maths curriculum.</p>
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.	<p>All cohorts are on track to make positive progress in reading</p> <p>By July Year 2: 80% Year 3: 83% Year 4: 80% Year 5: 83% Year 6: 80%</p> <p>Pupils read widely and often.</p>
Persistent absence for JP pupils reduces	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: £56,000

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, 3, 4, 5
Use the International Primary Curriculum (IPC) to facilitate the development of a bespoke curriculum for pupils at First Tower School.	<p>It is a statutory requirement that pupils have access to a broad and balanced curriculum. That it promotes equality and is aspirational.</p> <p>High quality literature including demanding age appropriate texts have proven to improve pupils</p>	2

Continue to purchase additional books for reading scheme to improve reading fluency Continue to refresh/update library books	reading age. (Herts for Learning reading fluency project Impact Report 2018)	2, 5
Release time for subject leaders to implement change and monitor improvements. Release time for school based leader to implement a programme of coaching and/or mentoring for CPD.	“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, 3, 4, 5

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

Budgeted cost: £175,000

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.	High quality targeted support can be effective in supporting children’s learning. (EEF Improving Maths in KS1 and EYs Jan 20) 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.”	1, 3, 4, 5
Extend HfL Reading Fluency Project across the school throughout 2023	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 “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)	1, 3, 5

Extend and further develop school based nurture room.	<p>“The roots of a child or young person’s social-emotional wellbeing are found in their first attachment to their primary care-giver. The nature of that attachment determines not just their ability to form relationships but their capacity to learn. Educators must establish attachment-like relationships with their students, particularly with challenging and vulnerable children and young people in order to improve their chances of learning and achieving.” Attachment Aware Schools 2017</p> <p>“Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.” Education Endowment Foundation Toolkit.</p>	1, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£nil*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher monitors pupils and follows up quickly on absences. First day re-sponse provision. Attendance reports shared and reviewed with targeted families in accordance with any attendance/punctuality plans.	We cannot improve pupils’ progress if they are not in school. NFER briefing for school leaders identifies addressing attendance as a key step.	7

Total budgeted cost: £231,000

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 2020 to 2021 academic year.

Achievement in reading, writing and maths for most cohorts and groups of pupils continued to improve in July 2022 when compared to the previous published data July 2019.

The most recent school data report (2021/22) indicates the achievement of pupils eligible for Jersey Premium at First Tower school compares favourably with the achievement of pupils in receipt of additional JP funding across the island. In years 2 and 4 pupils the percentage of pupils eligible for JP who achieved secure was above other government maintained schools in reading, writing and maths.

The continued lack of availability of qualified supply teachers to release teaching staff for CPD resulted in some professional development activities being curtailed in 2021/22.

The implementation on the Herts Reading Fluency Project in years 1, 4, 5 and 6 had a positive influence on pupils' reading ability, pupils improved their reading fluency and comprehension, KS1 pupils made on average 8 months progress (YARC) and KS2 pupils made on average more than a years progress (YARC). As the results have been so positive this project will continue in 2023, additional teachers will be trained so more pupils can benefit from this intervention.

Teaching across the school is more consistent with elements of outstanding practice. However with changes to staffing and recruitment and retention of teaching staff unlikely to improve in the immediate future, improving the quality and consistency of teaching will continue to be a priority in 2023.

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.