

Jersey Premium Evaluation 2020

Cohort & Funding	2020
Jersey Premium Budget	£140,700
Number of pupils eligible for Jersey Premium	140
% of pupils eligible for Jersey Premium	37
Publish date	January 2020
Review date	December 2020
Jersey Premium lead	Lyn Linton

Teaching projects

Project and Rationale	Medium Impact
<p>Aim: Pupils are taught by highly skilled practitioners who have high expectations for achievement</p> <p>Activity: Lesson Study</p> <p>Rationale: Lesson study is a strategy for improving teaching, learning and the curriculum. It is in widespread use in Asia and USA. In the UK it has been used to develop broader pedagogic strategies</p>	<p>The quality of teaching has improved- moderated by both an external Lead Reviewer and Senior Advisor from SIAS. since the Jersey Schools Review report was published (Jan 20).</p> <p>The impact of Lesson Study has been limited due to school closure and the restrictions of COVID guidance and legislation. Funding from this project was reallocated to the library project. This activity will continue as soon as schools are able to operate under more normal guidelines.</p>
<p>Project and Rationale</p> <p>Aim: High quality resources including literature used to motivate and inspire pupils. The curriculum meets statutory requirements and promotes equality for all.</p> <p>Activity: Purchase International Primary Curriculum (IPC) to assist in the teaching of foundation subjects.</p> <p>Purchase new reading scheme to improve reading fluency</p>	<p>Medium Impact</p> <p>IPC has been purchased and is being used to deliver non-core subjects in KS1 and KS2. Due to school closure and COVID restrictions limiting school visits and visitors, the impact is medium. Time is needed to embed IPC, therefore this activity will continue.</p> <p>Reading scheme and library books have been purchased to support teaching of reading and IPC, impact has been limited due to school closure and COVID restrictions which do not enable children to access the school library directly themselves. As both</p>

<p>Continue to refresh/update library books</p> <p>Rationale: Statutory requirement that pupils have access to a broad and balanced curriculum. That this promotes equality and is aspirational.</p> <p>High quality literature including demanding age appropriate texts have proven to improve pupils reading age. (Herts for Learning reading fluency project Impact Report 2018)</p>	<p>the reading scheme and library were outdated this activity and investment in high quality literature will continue.</p>
<p>Project and Rationale</p> <p>Aim: Pupils have secure mathematical fluency skills.</p> <p>Activity: CPD for year 2 class teachers x 2 – achieving age related expectations</p> <p>CPD for whole staff including teaching assistants delivered by trainer from UK</p> <p>Rationale: “Quick retrieval of number facts is important for success in mathematics.” “Teaching should emphasise the many connections between different mathematical facts, procedures and concepts to create a rich network.”</p> <p>EEF Improving Mathematics in Key Stages 2 & 3.</p>	<p>Medium Impact</p> <p>CPD delivered successfully prior to school closure. Impact has been limited as teachers need time to embed new knowledge and understanding acquired from CPD.</p> <p>High quality CPD will continue with a new focus on improving writing, SDP priority.</p>
<p>Cost for projects</p>	<p>£61,100</p>

Targeted academic interventions

<p>Project and Rationale</p> <p>Aim: Pupils are taught by highly skilled practitioners who have high expectations for achievement</p> <p>Activity: Same day intervention: additional support staff utilised to enable either the class teacher or teaching assistant to deliver targeted support to specific pupils.</p> <p>Rationale: 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 teaching and learning toolkit also indicates that small group tuition is effective as it allows for greater feedback from the teacher and increased engagement from pupils.</p>	<p>Medium Impact</p> <p>School closure and COVID restrictions hindered recruitment processes in 2020, new staff commenced employment once schools reopened fully. Support staff were deployed in school during school closure to support vulnerable learners. Funds which were not spent on this project were reallocated to purchase additional books for the schools’ reading scheme. Time is needed to embed same day intervention and targeted support so this activity will continue and be extended in 2021.</p>
<p>Cost for project</p>	<p>£79,600</p>

Wider Strategies

Project and Rationale	Medium Impact
<p>Aim: Attendance rates for pupils eligible for Jersey Premium are at least 96%.</p> <p>Activity: Deputy Headteacher monitors pupils and follows up quickly on absences. First day response provision.</p> <p>Attendance reports shared and reviewed with targeted families in accordance with any attendance/punctuality plans.</p> <p>Rationale: 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>The global pandemic has caused great anxiety amongst the parental school community and with some pupils impacting overall school attendance. This is now returning to normal but as the future remains uncertain monitoring attendance will continue as a priority in 2021</p>
Cost for project	Nil