

First Tower School

Jersey Premium Strategy 2021



Cohort & Funding	2021
Jersey Premium Budget	£195,000
Total number of pupils	338 (with nursery 375)
Number of pupils eligible for Jersey Premium	167
% of pupils eligible for Jersey Premium	49%
Publish date	January 2021
Review date	July and December 2021
Jersey Premium lead	Lyn Linton

Teaching projects

Project and Rationale	Cost for project £7,500	Expected Outcome
<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>100% of teaching is judged to be at least good- over time</p> <p>The vast majority of cohorts are on track to make positive progress in R, W & M by the end of the year and all pupils are working at age related expectations or above in R, W, M. JP pupils achievement is inline with non- JP pupils.</p>
Project and Rationale	Cost for project £15,600	Expected Outcome
<p>Aim: Pupils are taught by highly skilled practitioners who have high expectations for achievement</p> <p>Activity: Continuing Professional Development- key focus on improving assessment and moderation skills of practitioners when assessing pupils learning in particular; reading and writing.</p> <p>Rationale: "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</p>		<p>100% of teaching is judged to be at least good- over time. The vast majority of cohorts are on track to make positive progress in R, W & M by the end of the year and all pupils are working at age related expectations or above in R, W, M. JP pupils achievement is inline with non- JP pupils.</p> <p>The majority of pupils are able to articulate what success looks like and talk competently about their learning and their next steps.</p>

		All teaching staff are actively involved in their own CPD, evidenced in appraisal discussions and records. This has a discernible impact on pupils' progress and outcomes as well as actively supporting teachers' improvement.
Project and Rationale	Cost for projects £16,200	Expected Outcome
<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: Embed implementation of International Primary Curriculum (IPC) to assist in the teaching of foundation subjects.</p> <p>Purchase additional books for new reading scheme to improve reading fluency Continue to refresh/update library books</p> <p>Rationale: 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 reading age. (Herts for Learning reading fluency project Impact Report 2018)</p>		<p>100% of teaching is judged to be at least good- over time. Pupils' reading attainment increases by at least 20% in each year group (based on 2019 data)</p> <p>The vast majority of cohorts are on track to make positive progress in R, W & M by the end of the year and all pupils are working at age related expectations or above in R, W, M. JP pupils achievement is inline with non- JP pupils.</p> <p>All Pupils' entitlement is met in all subjects in all year groups. Teachers ensure subject specific skills are embedded very well across the curriculum.</p> <p>The teaching of both phonics and reading is highly effective.</p> <p>Systems and procedures are in place to ensure equality of access to all books.</p>
Project and Rationale	Cost for projects: £18,500	Expected Outcome
<p>Aim: Pupils are taught by teachers and support staff who have deep knowledge and understanding of the curriculum. They are able to deliver lessons very effectively ensuring no pupil falls behind.</p> <p>Activity: Release time for subject leaders to implement change and monitor improvements</p> <p>Rationale: "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</p>		<p>All leaders have an accurate understanding of the strengths and development points for their subject/area/phase. They can adjust their actions to improve the school's work.</p> <p>The school is compliant to the delivery of the Jersey Curriculum. SMSC are embedded and evident in all aspects of school life.</p> <p>All leaders focus on consistently improving outcomes for all pupils including Jersey Premium. The SLT has the necessary information to enable them to hold leaders to account, systematically challenging phase and subject leaders.</p> <p>Leaders have secured progress for pupils in English, Mathematics and Science across all key stages including EYs</p>

Targeted academic interventions

Project and Rationale	Cost for project £135,706	Expected Outcome
<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 including pre-teaching.</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 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>		<p>100% of teaching is judged to be at least good- over time.</p> <p>The vast majority of cohorts are on track to make positive progress in R, W & M by the end of the year and all pupils are working at age related expectations or above in R, W, M. JP pupils achievement is inline with non- JP pupils.</p>
Project and Rationale	Cost for project: £1500	Expected Outcome
<p>Aim: Raise the achievement of KS1 pupils in reading. This project will support pupils who are currently below the expected standard in reading and/or who may have difficulty accessing the reading required in the wider KS1 curriculum.</p> <p>Activity: HfL KS1 Reading Fluency Project (from Sep 2021)</p> <p>Rationale: 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>		<p>100% of teaching is judged to be at least good- over time. Pupils’ reading attainment increases by at least 20% in each year group (based on 2019 data)</p> <p>Pupils in Year 1 and 2 will be on an improved trajectory towards reaching expected age-related outcomes; have a more positive relationship with books; be more enthusiastic, confident readers with an increased understanding and engagement with texts.</p> <p>The teaching of both phonics and reading is highly effective.</p>

Wider Strategies

Project and Rationale	Cost for project: Nil	Expected Outcome
<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. 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>		Attendance rates for pupils eligible for Jersey Premium are at least 96%.

For more information about Jersey Premium, please visit www.gov.je/JerseyPremium