

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 | Jersey College for Girls |
| Number of pupils in school | 783 |
| Proportion (%) of Jersey Premium eligible pupils | 3.8% |
| Academic year/years that our current Jersey Premium strategy plan covers | Academic years 2025-2026 and 2026-2027 |
| Date this statement was published | January 2026 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Carl Howarth (Principal) |
| Jersey Premium lead | Ailsa Worthington (Financial Assistance Co-ordinator) and Simon Milner (Assistant Headteacher) |

Funding overview

| Detail | Amount |
|--|----------------|
| Jersey Premium funding allocation this academic year | £ 34,500 |
| Total budget for this academic year | £34,500 |

Part A: Jersey Premium strategy plan

Statement of intent

Our ultimate objective for students eligible for Jersey Premium funding is that they are supported to live out the College's vision for students as fully and as meaningfully as their peers:

Students leaving JCG at the end of their studies will:

- *Enjoy life to the full, value their friendships and achieve balance in their lives*
- *Have a thirst for knowledge*
- *Have a good range of interests, including the Arts and sport, which they want to pursue*
- *Leave us with an excellent record of achievement*
- *Have ambition, motivation and staying power*
- *Have grown as individuals who are happy, well-mannered and able to find fulfilment in their service to others*
- *Be conscious of the advantages they have enjoyed*
- *Want to have a positive impact on her community and the world*
- *Have happy and lasting memories of their time at College.*

This aspiration is, I hope, your aspiration. These ideas bring our values of 'Aspire, Inquire, Excel and Belong' to life.

Carl Howarth

Principal

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Removing individual barriers to academic progress and attainment, to ensure students eligible for JP funding can access the highest grades at GCSE and A level in line with their cohort average. |
| 2 | Ensuring complex individual needs are met. Our largest category of SEND is SEMH; for some of the students affected maintaining good attendance is a |

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| | challenge, and our attainment gap is more discernible for SEND students than for those eligible for JP funding. |
| 3 | Maintaining and enhancing the participation of students eligible for Jersey Premium Funding in co-curricular activities, including opportunities to serve others. |
| 4 | Maintaining and enhancing the engagement of students eligible for Jersey premium funding with leadership opportunities. |
| 5 | Identifying and addressing bespoke, individual needs outside of any wider patterns of need. Detailed student profiling continues to reveal individual learning needs, including access to resources, support and experiences. |

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 |
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| Students sitting public exams are fully prepared – in terms of their knowledge, skills, aspiration and character – to access the highest grades. Aspire, Inquire, Excel. | Outcomes for students eligible for JP funding are in line with or exceed the average for their cohort and enable them to access their chosen post-16 or post-18 pathway. |
| Further enhancements - responsive to evolving student need - are made to the wellbeing and learning support provided to students identified on Provision Map. Excel, Belong | All students have access to timely and appropriate support to promote their progress and welfare. |
| Alongside the wider co-curricular experience, all students (100%) participate in acts of service to the College or wider community. Aspire, Belong | Measured through student surveys and focus groups. |
| All students are supported to access opportunities to develop as leaders. Aspire, Belong | Students eligible for JP funding should be fully represented in all aspects of student leadership (positions and experiences), and they should benefit from targeted opportunities and interventions designed to facilitate their participation. |
| Detailed knowledge of the needs of families eligible for JP funding is maintained, extended and updated to ensure individual needs can be met. Belong | Dialogue with students and families – as well as data relating to student progress, approach to learning and welfare – indicates that individual needs are met. |

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: £ 2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Fund professional learning related to student wellbeing, self-regulation, metacognition and SEN | <p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>, identifies 'metacognition and self-regulated learning as 'core elements to focus on' in addressing 'the impact of socioeconomic disadvantage on learning' (p. 14).</p> | 1,2 |
| Support input for students on metacognition, self-regulation, mental health and wellbeing (through assembly and tutor programmes, PSHE etc. with content aligned to in-class provision) | <p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>, identifies 'metacognition and self-regulated learning as 'core elements to focus on' in addressing 'the impact of socioeconomic disadvantage on learning' (p. 14).</p> | 1,2 |

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| <p>Provide funds to support staff engagement in instructional coaching (which includes links to oracy strategies), with vulnerable students given appropriate emphasis in coaching conversations</p> | <p>There is now extensive evidence for the efficacy of instructional coaching, see for instance Josh Goodrich, <i>Responsive Coaching</i> (2024).</p> <p>The WalkThru cluster we are focusing on through our instructional coaching includes a number of techniques with an oral language focus: 'oracy debating', 'hands up for asking or ideas' and 'say it again, say it better'. The EEF identifies oral language interventions as having 'high impact for very low cost based on extensive evidence'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> notes that 'oral language, in particular, is a key indicator for future academic success' (p. 68).</p> | <p>1,2</p> |
| <p>Provide funds to support bids from colleagues for evidence-based professional development and/or the provision of resources to support high quality teaching and learning</p> | <p>The EEF guide to the pupil premium notes that the most effective strategies place targeted interventions alongside efforts to 'improve whole-class teaching'. The EEF's tiered approach identifies specific ways of doing this, including 'professional development to support the implementation of evidence-based approaches', and the provision of 'technology and other resources to support high quality teaching and learning'.</p> | <p>1, 2</p> |

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

Budgeted cost: £ 8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Fund additional learning and revision</p> | <p>EEF on one-to-one tuition:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>1,5</p> |

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| activities (e.g. holiday revision programmes, targeted tuition and booster sessions) | <p>EEF on small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF on summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> | |
| Provide academic resources and learning tools to support and enhance student progress | <p>Student profiles (informed by meetings with students and families) continue to indicate that some students lack access to resources needed to engage fully in learning within and beyond the classroom (including at home). Students' requirements also change over the course of their time in College, so this information must be continually updated so emerging needs can be met.</p> | 1,5 |
| Fund targeted access to evidence-based Exam Pressure Solutions intervention, designed to develop students' meta-cognition and self-regulation | <p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Information on Exam Pressure Solutions programme, arising from MA research: https://www.scoteastwoodwellbeing.com/exam-pressure-solutions</p> | 1,2,5 |

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

Budgeted cost: £ 24,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maintain and refine our enhanced pastoral support | <p>EEF on mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 2,4 |

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| <p>(including the operation of the SEN Hub and the work of student leaders, including Peer Mentors and Lower/Upper School Prefects</p> | <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'strong pastoral care is the foundation stone of a successful strategy' (p. 21) and goes on to reinforce the point that 'successful strategies to address disadvantage are built on strong pastoral care' (p. 103)</p> <p>Lee Elliot Major and Emily Briant, <i>Equity in Education</i> (2023) identify 'deep not shallow relationships' as one of the underlying principles of an equity-based approach: 'developing authentic individual relationships with pupils, understanding that barriers to learning are multifaceted and cumulative' (p. 23). Strong pastoral provision, including 1-1 mentoring opportunities, help us to achieve this.</p> | |
| <p>Fund access to co-curricular activities (including music tuition) and service opportunities (including targeted invitations to engage in these activities)</p> | <p>EEF on arts participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The DFE's research-led guidance links co-curricular and service opportunities to character education and states that 'schools which develop character well help drive equity and social mobility for their pupils':</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'to be successful, disadvantaged pupils will need to feel like they belong in our schools (p.45)</p> <p>Discussion with our students and families indicate that full involvement with the co-curriculum builds a sense of belonging, and ongoing training with Marc Rowland emphasises the central importance of social inclusion and personal development to an effective JP strategy</p> | 3 |
| <p>Fund activities in support of university study (e.g. visits, taster days, resources, super-</p> | <p>In our setting, >90% of students ultimately go on to university study. Students eligible for JP funding sometimes face greater challenges in identifying and accessing activities to support decision-making, application and preparation.</p> <p>See EEF insights into careers education: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p> | 1,5 |

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| curricular learning) | | |
| Promote leadership activities, including opportunities for leadership certification (e.g. Creative Minds Leadership Camp, certified by City and Guilds) | <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'pupils' contributions to...wider school life should be encouraged and valued' (p.31) and that 'addressing disadvantage is about creating opportunities for pupils' (p.104). In addition, student leadership promotes and requires the 'independent, self- regulated learning' advocated by <i>The Essex Way</i>. Engaging in leadership activities also fosters the relationships that 'protect us when things are difficult and aid us to become resilient' (p. 45)</p> | 2,3,4 |
| Support parents/families to understand ways in which they can most effectively support the progress and welfare of their children | <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) argues that 'a key priority for all schools...should be to develop and approach to help work together in partnership with families' (p.87)</p> <p><i>Equity in Education</i> (2023) suggests that a 'parent partnership plan', such as that reflected in our Parent Academy, is a key way to achieve the 'strong parental engagement' that is 'one of the defining characteristics of successful schools' (pp. 122-123)</p> <p>Parent feedback (indicative of impact) on our Table Talk programme is collated here:</p> <p>https://jerseycollegeforgirls.com/jcg/college-life/parent-academy</p> | 1,2,5 |
| Contingency fund for acute issues | Based on our experiences and those of other schools nationally, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified | All |

Total budgeted cost: £ 34,500

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 2024-2025 academic year.

A level Summer 2025

- Fewer than 6% of the cohort were eligible for JP funding.
- Students in receipt of JP funding achieved a 100% A level pass rate.
- 75% of the grades they achieved were at A*-C, and 69% of the grades hit their aspirational Alps targets.
- All students eligible for JP funding who applied to university secured a place.
- Overall, analysis reveals that students eligible for JP funding performed in line with their peers, showing no meaningful difference in outcomes.

GCSE Summer 2025

- Fewer than 4% of the cohort were eligible for JP funding.
- All students in receipt of JP funding achieved pass grades (4-9) in English and Maths.
- These students matched their peers' performance at the top grade 9 (16.67%) whilst 45% of their grades were in the highest band 9-7.
- All Year 11 students in receipt of JP funding proceeded to their first choice of post-16 destination (Sixth Form study, including at JCG, in all cases).
- Our Jersey 8 score for students eligible for JP funding is 66.7: this score is 41.9 for students eligible for JP funding across the island.
- Our Jersey 8 score gap between those eligible for JP funding and their peers has narrowed in each set of results from summer 2023 to summer 2025 (from 17.6 points to 10.1 points to 3.6 points).

Across island schools, the attendance of students eligible for JP funding was almost 8 percentage points lower than their peers; at JCG, the gap was less than 1 percentage point (down from 2 percentage points in 2023-2024).

The strong engagement and performance of this cohort reflect excellent progress from academic starting points and to post-16/post-18 destinations.

Achieving performance in line with the cohort at the top-grade ranges for students eligible for JP funding remains a focus for 2025-2026

Review of Challenges (2024-2025)

Our previous strategy plan aimed to address the following specific challenges facing some of our students eligible for JP funding, in order to promote the strong outcomes identified above:

- Removing individual barriers to academic progress and attainment, to ensure students eligible for JP funding can access the highest grades at GCSE and A level in line with their cohort average.
- Ensuring complex individual needs are met. Our largest category of need is SEMH; for some of the students affected, maintaining good attendance is a challenge.
- Embedding and consolidating the participation of students eligible for Jersey Premium Funding in co-curricular activities, including opportunities to serve others.
- Embedding and consolidating the engagement of students eligible for Jersey premium funding with leadership opportunities.
- Identifying and addressing bespoke, individual needs outside of any wider patterns of need. Detailed student profiling continues to reveal individual learning needs, including access to resources, support and experiences.

Amongst others, the following activities – supported or enabled by Jersey Premium funding – have contributed towards the intended outcome of mitigating some or all of these challenges, in order to achieve the outcomes detailed above:

- Student access to Prepare holiday revision classes and to 1-1 academic tutoring (particularly in Maths and English)
- Exam Pressure Solutions course for students preparing for public exams
- Activities to support application to university, including funding for Unifrog
- Student access to the co-curriculum, including music and drama tuition and residential trips
- Elevate Education input for students on metacognition and self-regulation ('study skills')
- Building Exam Confidence input for students on metacognition and self-regulation
- Support with French language acquisition from Alliance Francaise
- City and Guilds accredited leadership programme run through the JCG Foundation's Creative Minds Leadership Camp
- Outdoor adventure activities, including off-island and Duke of Edinburgh programme
- Professional learning courses for staff on topics including mental health, building a culture supportive of neurodivergent learners and understanding executive functioning.
- Support for Challenge Week activities enables students to develop a wide range of skills and attributes, ranging from language skills to leadership, organisation and resilience
- Support for Faculty-led teaching and learning initiatives, including additional resources to support oracy/group work and access to expert-led workshops
- Provision of resources for She Leads leadership programme
- Provision of resources for 'Autism, Identity and Me' SEND intervention

What other feedback have you had on your plan or activities?

In October 2025, JCG was reviewed under the Jersey Schools Review Framework. The independent report made several comments directly relevant to the activities and ethos outlined in our 2024-2025 Jersey Premium Strategy:

‘Both groups [MLL and JP] thrive at JCG. Any slight variances in attainment for these groups tend to be cohort-specific rather than inherent.’

‘Aspirations are unfailingly high for all pupils, whatever their starting point or circumstances. Teachers are well equipped with strategies to ‘hold in mind’ and support those who are eligible for Jersey Premium’.

‘Heads of School keep track of pupils’ progress meticulously, identifying those at risk or not reaching their potential. Extra support, including mentoring from senior leaders or sixth form students, is swiftly put in place’.

‘High levels of attendance overall, reflect pupils’ appreciation of all that JCG offers them...The guidance team monitor closely pupils who are late or absent without good reason. They draw on their knowledge of each pupil’s story to tailor support and, in the main, catch them before they get into bad habits’.

‘Leadership development is without doubt high profile. An extensive apprenticeship system of leadership opportunities, open to all taken up by all groups, builds towards a coveted role on the student senior leadership team in Year 13’.

‘Oversight [of the co-curricular programme] is strong and additional funding well used to ensure that a family’s financial position is not a barrier to participation.’

Our 2025 annual survey (addressed to all students, parents, and staff) indicate that we are successfully tackling some of the challenges identified in our JP Strategy:

92% (up from 89%) strongly agree or agree that at JCG, we develop self-confidence, self-esteem & resilience in students

93% (up from 88%) strongly agree or agree that JCG develops students’ understanding of how to develop a positive mental health and sustain a healthy lifestyle

95% (up from 91%) strongly agree or agree that the College offers a wide range of extracurricular clubs and activities

95% (up from 94%) strongly agree or agree that JCG ensures students do their best and make progress

Individual parents have provided anecdotal feedback throughout the year, including the following comments:

‘The extra financial support and how it has been used has enabled X to make the most of her education/experience’

‘It is so very kind of you thinking of X offer such a great opportunity. I have seen the communication in connection to the [activity subsidised] over the years and I thought to myself that is a wonderful opportunity for any girls to take part in.’

‘Thank you very much for this exciting opportunity and for the information provided. We truly appreciate the chance for her to take part in such a valuable experience.’

‘Thank you so much for your help and amazing attitude in making it feel OK to ask about/submit a funding request, it is really appreciated.’

Our commitment to students engaging in outdoor activity and leadership programmes has led to anecdotal feedback from staff facilitating these activities, including the following comments:

‘They worked incredibly hard, demonstrated resilience when things didn’t go as planned, and supported each other like a true team. It was a privilege to watch them grow in confidence and leadership.’

‘Their enthusiasm and sense of responsibility never wavered, whether they were planning behind the scenes or delivering activities in front of a group.’

Teachers of students receiving 1-1 tuition have been pleased with their progress, and they have noted increased confidence and willingness to participate in class.

Further information

The College’s Jersey Premium Strategy continues to operate alongside our wider programme of financial assistance. Around 10% of JCG students receive financial assistance, all of whom are offered support by our Financial Assistance Co-ordinator. Almost all of our students eligible for JP funding are also in receipt of financial assistance; this overlap enables our Financial Assistance Co-ordinator to build powerful and lasting relationships with families at College, and to gain a deep insight into individual needs and aspirations. This extensive body of knowledge allows us to deploy funds in a highly bespoke fashion whilst also giving us a clear picture of overall priorities, within our community, to shape the JP Strategy.

Our 2025-2028 strategy, Creating Space to Grow, identifies several commitments directly relevant to the goals of the Jersey Premium Strategy, including the following: ‘to enhance outdoor and co-curricular learning opportunities’, ‘to nurture character and leadership skills...while cultivating oracy skills’, ‘to strengthen parental engagement and communication’ and ‘to enhance financial assistance, supporting access to education for all.’

Our 2026-2026 School Development Plan also identifies priorities that are directly relevant to the Jersey Premium Strategy, including the following headline areas: ‘instructional coaching’ ‘oracy’, ‘personal development’ and ‘female leadership’.