

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 Preparatory School
Academic year/years that our current Jersey Premium strategy plan covers	Sept 2024 -Sept 2025
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Sherry Zand
Jersey Premium lead	Georgina Langdon (Inclusion Lead)

Part A: Jersey Premium strategy plan

Statement of intent

At JCP we understand that children who come from challenging socio-economic backgrounds generally face additional challenges in reaching their academic potential and thriving at school. However, we also understand that these barriers can be overcome. The Jersey Premium is an allocation of additional funding provided to schools to support them in helping all pupils to get the very best from their education. Although the Jersey Premium funding is used to increase the educational quality that we can offer specific children as well as broaden the opportunities and experiences available to these students, we also understand that other members of the school community will benefit from the investments made in ensuring outstanding classroom practice and educational provision.

The key principles outlined in our strategy plan include providing high quality teaching which responds to the needs of our learners, offering targeted academic support and supporting our student's wider pastoral needs.

At Jersey College Prep:

- We have high aspirations for all our learners and set deliberately ambitious goals to support them in reaching their fullest potential.
- We will develop happy, confident and inspired students who are assured in building positive relationships and show compassion, empathy and respect for others.
- Pupils will grow as individuals and feel valued. We will strive to forge a strong and supportive community that extends to our wider community. Pupils will demonstrate a growing awareness of the choices they make and the impact these have on their environment.
- We want to develop hardworking, independent learners and creative thinkers. Our pupils will be encouraged to take full advantage of opportunities and to aspire to the highest standards.
- We aim for our pupils to be inquisitive, ambitious and motivated in their approach to learning. Pupils will grow in independence, be reflective in their thinking, be eager for challenges and be resilient enough to cope with any setbacks they may face.
- Our ultimate objective is to unlock the learning potential of all our pupils and erase the gap between Jersey Premium eligible pupils and their peers. It is the commitment and responsibility of all members of staff as well as the governing body to meet the needs of disadvantaged children and to provide them with a caring and nurturing environment in which to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Across Jersey and the UK, there is a complex relationship between Jersey Premium and academic performance. Research suggests that this could be due to differences in socio-economic backgrounds, educational resources, support systems at home and the effectiveness of specific interventions implemented in schools.
2	Some students have reduced access to extra-curricular activities.
3	High levels of student attendance is commonly linked with improved outcomes for children, as well as an increased ability for schools to protect vulnerable children. Attendance has improved in our Jersey Premium eligible students, but it remains a focus.
4	Following Island and National trends, social, emotional and mental health skills have been underdeveloped in some children and there is an increasing demand for wellbeing and mental health support.
5	Having the correct equipment and resources for school can help children to connect with their group identity as a school and instil a sense of belonging and inclusion. Some families require support in ensuring that their child has all necessary resources and equipment for day-to-day school life.
6	Some pupils lack self-belief, resilience and determination resulting in a reduced readiness to learn.

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
Increase attainment in reading, writing and maths.	Continuation of evidence-based interventions to support language development, literacy, and numeracy. Improvement in attainment of Jersey Premium eligible students.
Support staff deployed effectively to support teaching and learning and to improve outcomes.	Support staff deployed to support Jersey Premium eligible students. Continuous Professional Development plan in place for support staff to further develop skills and knowledge.

	Teaching staff aware of research around Maximising the Impact of Teaching Assistants (MITA).
Pupils are reflective and resilient learners who engage in the learning process.	Pupils are able to reflect on their own learning and are aware of their next steps. Explicit teaching of metacognition and self-regulation approaches. Pupils are aware of metacognitive strategies and display this in the learning process.
Sustaining high levels of school attendance.	All school attendance is effectively tracked and monitored. School staff work closely with families to support school attendance. Clear and supportive communication between class teachers and families. Academic and pastoral support in place for children and families where a lack of attendance is authorised due to exceptional circumstances. School working effectively with the Education Welfare Officer (EWO).
Enhanced emotional wellbeing support for vulnerable pupils.	Further develop assessment of social, emotional and mental health needs across the school. Further develop whole-class approaches to social, emotional and mental health. Further develop the variety of wellbeing intervention and support available. Increased wellbeing, self-esteem, confidence and resilience.
Further develop support for families by increasing wrap-around care provision.	Provide support with the distributions of the cost of after school club. Increase availability of internally run extra-curricular clubs.
Every Jersey Premium student has the required resources and equipment daily learning.	Each pupil has access to technology in order to support learning at home.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD - Staff training on 'Maximising the Impact of Teaching Assistants'. - Teacher coaching and training delivered by a private Educational Psychologist.	Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. – <i>Education Endowment Foundation – Teaching Assistant Interventions</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Effective teaching focusses on learning more about individual learner profiles and adapting teaching to meet their specific needs. – <i>Education Endowment Foundation – SEND In Mainstream Schools</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 4
Parental Engagement - Teachers to work closely with parents to build a clear and supportive line of communication with regards to pupil attendance. - Parents of low attaining children will be actively involved and support given to promote the importance of hearing children read regularly at home.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. - <i>Education Endowment Foundation – Parental Engagement</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions - Continuing with evidence-based intervention programmes such as Toe by Toe, Plus 1, Power of 2 and Rapid Reading. - Introducing targeted interventions led by Teachers and TAs designed to accompany current Phonics and maths schemes of work. - Extend training for Teaching Assistants on structured reading comprehension interventions such as BR@P. - Continued implementation of speech and language assessment and interventions.	Reading comprehension strategies are high impact on average, adding an additional 7 months academic progress. Alongside phonics it is a crucial component of early reading instruction. – <i>Education Endowment Foundation – Reading Comprehension Strategies</i>. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Communication and language approaches which support the linguistic, cognitive and physical aspects of communication typically have a very high impact and increase young children's learning by seven months. – <i>Education Endowment Foundation – Communication and Language Approaches</i>. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Feedback Targeted 'Next steps' given to move learners forward and teachers actively ensuring Next Steps are being met and progress towards target achieved. (Next steps evident in books and progress towards these visible.	Providing feedback is well-evidenced and has a high impact on learning outcomes, with an average of an additional 6 months academic progress. – <i>Education Endowment Foundation – Feedback</i>. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing • Further develop the variety of wellbeing and mental health support available through the continuation of therapeutic art sessions and Lego Club. • Further enhance the school's wellbeing spaces, providing a calming and supportive base for Nurture Provision to take place. • Continuing to use PASS assessments to identify need relating to social and emotional wellbeing as well as attitudes to school, teachers and attendance.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. – <i>Education Endowment Foundation – Social and Emotional Learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Resources • Providing equipment to Jersey Premium eligible families. • Continue the 'iPad Loan Scheme' in order to provide children with the necessary technology required for home learning. • Support pupils in accessing hot lunches alongside their peers. • Provide classrooms with high quality texts based on children's individual interest to promote enjoyment and engagement of reading.	Technology can be used to improve the quality of explanations and modelling, pupil practice, as well as improving assessment and feedback. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1675849017	5

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.

High Quality Teaching:

In relation to enriching the high quality teaching that is on offer to all of our pupils, the work that has begun in the academic year 2023-2024 will be continued into the following year. This year the school has worked with a private Educational Psychologist, offering assessment, recommendations and support to individual pupils, but also supporting all members of staff with their day-to-day practice. This has included offering training to all Class Teachers on Executive Functioning Skills, offering 1:1 coaching sessions focussing on supporting positive behaviour and promoting good progress in the classroom. Feedback from staff on this has been extremely positive and as a result, we will continue to offer this on a more frequent basis in 2024-2025.

Training has also been arranged for the Senior Leadership Team on 'Maximising the Impact of Teaching Assistants' and for all staff on 'Maximising the Practice of Teaching Assistants' to continue to develop the role of Teaching Assistants at JCP, enhancing our ability to support diverse learning needs. This training will take place in 2024-2025.

Targeted Academic Support:

This year, pupils have participated in a variety of academic interventions to include Toe by Toe, Plus 1, Power of 2, BR@P, and Precision Teaching. At the beginning of the school year, 25% of our Jersey Premium eligible pupils were below age-related expectation in reading and writing, with none of these pupils attaining 'above' in reading, writing or maths. In the Autumn Term of 2024, all Jersey Premium eligible pupils securely met age-related expectations in reading, writing and maths, with 25% also attaining 'above' in reading and maths. Parental feedback on progress made because of the targeted interventions offered has been positive with one parent stating that their child has 'made great progress recently with the support she has received'.

The introduction of the WellComm speech and language assessment and intervention tool begun during the 2023-24 academic year, but implementation continues to be a focus this year. All pupils in Reception were screened with this assessment to provide a baseline assessment of pupils' language skills and indicate where further specialist Speech and Language support might be needed. All Reception staff received training on its use and one member of the Reception team received additional in-depth training on how to run 'Time to Talk' intervention sessions. The full impact of this tool can only be analysed once we have collected longer-term data on its use, however members of the team have reported that it has been a useful tool for establishing what age-appropriate receptive and expressive language skills might look like, as well as target-setting and sharing ideas and tips for parents to support their child at home.

Wider Strategies:

Our wellbeing support has expanded year-on-year and has been a key feature of our school development plan due to the rising demand for social, emotional and mental health support, both on-island and nationally. The 2023-2024 academic year has seen the addition of another member of staff to the wellbeing team, with the availability of Therapeutic Art sessions, Nurture Groups and 1:1 ELSA support. Parental feedback from pupils participating in Nurture Groups has demonstrated the impact that this support has had on their children. One parent noted 'he can articulate his feelings in an incredibly mature manner', and 'the language he uses about himself has shifted'.

The whole school also took part in the Pupil Attitudes to Self and School (PASS) assessments, which became a valuable tool for identifying children who may benefit from additional wellbeing support, identifying whole cohorts who would later receive whole class wellbeing sessions with our Pastoral Lead, as well as assisting the Wellbeing Team in analysing the changing needs of the school. The results of this assessment showed that pupils at JCP show particularly high levels of 'Preparedness for Learning' and 'Feelings About School'. Pupils who were eligible for Jersey Premium showed higher levels of 'General Work Ethic' than the whole school average. The outcomes of this analysis have informed the development of a broader and more skill-driven Nurture Provision which will begin to take shape in the Autumn Term of 2024.

At JCP, a variety of extra-curricular opportunities are available, with special support for students eligible for Jersey Premium. These students are guaranteed a place at after-school clubs, and can access a payment plan to spread costs over the year. Where places are available, they also enjoy free access to Creative Minds holiday camps and challenge days, offering educational activities such as STEM, crafts, sports, and trips. In sports, clubs like football, netball, and cricket are free and run by specialist teachers, with plans to expand this provision. Music clubs such as ukelele, orchestra, and choir are also available, with some Jersey Premium students having received additional 1:1 instrument lessons. Externally run clubs like Samurai Kickboxing offer free equipment for Jersey Premium students, while internally run clubs such as lego, yoga, and STEM are prioritised for these students and free of charge. JCP provides personalised support for Jersey Premium students, with funding allocated based on specific needs. Families are consulted each year to ensure the support aligns with their feedback, fostering strong relationships and ensuring their voices are heard.

We also continued to provide the 'iPad Loan Scheme', making iPads available for use by pupils who do not have access to a device for home learning. Support was also provided to Jersey Premium eligible families with regards to school equipment, improving student organisation and readiness to learn.