

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	763
Proportion (%) of Jersey Premium eligible pupils	4.3%
Academic year/years that our current Jersey Premium strategy plan covers	Academic years 2024-2025 to 2025-2026
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Carl Howarth (Principal)
Jersey Premium lead	Nicola McAteer (Financial Assistance Co-ordinator) and Simon Milner (Assistant Headteacher)

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 36,800
Total budget for this academic year	£36,800

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. They will have a thirst for knowledge and already possess a broad understanding of the cultural, historical, geographical and scientific events and ideas which have fashioned their island and their world, and an eagerness to discover more. They will have a good range of hobbies and interests, including the Arts and sport, which they want to pursue. They will be rigorous and imaginative thinkers.

They will leave us with an excellent record of achievement for an academically demanding course at university or employment which will lead to a stimulating career. They will have the ambition, motivation and staying power which will equip them to study independently and successfully at either. They will apply for internships, work experience and voluntary work in their holidays.

They will have grown as individuals who are happy, well-mannered and able to find fulfilment in their service to others. They will be thoughtful, open-minded and be able to lead. They will be conscious of the advantages they have enjoyed and of the opportunities and obligations such advantages should bring. They will want to have a positive impact on their community and the world.

They will have happy and lasting memories of their time at College and an admiration for those people who have nurtured and shaped their learning.

This vision is underpinned by our core values of **aspire, inquire, excel** and **belong**; these values, in turn, are the key principles of our strategy plan. Individual outcomes identified in the strategy plan are linked to these values, and all of the planned actions are designed to ensure that all students can aspire, inquire, excel and belong in a learning environment that is stimulating, challenging, nurturing and inclusive.

Our approach is child-centred, needs-led and bespoke. The direct work with families, led by our Financial Assistance Co-ordinator, allows us to investigate, anticipate, and address the learning needs and wider aspirations of families eligible for financial assistance (including, but not limited to, JP funding). This highly individualised approach is reflected in the relatively large amounts of funding allocated to targeted academic support and wider support of individual wellbeing, as opposed to funding of more generic teaching activities. However, a guiding principle of this year's refinement of our ongoing 3-year strategy (2022-2025) is that we want to further engage and inspire teaching colleagues to identify specific forms of professional learning and teaching materials that will further the aims of this strategy.

Several objectives from the College's 2024-2025 School Development Plan are particularly pertinent to our ongoing work in support of students eligible for JP funding:

- **Wider learning** - Offer a greater variety of extracurricular and super curricular activities and competitions in order to provide opportunities for students to engage with wider learning.
- **Student leadership** - Continue to foster the use of senior students, including subject prefects, to support students identified as requiring interventions or additional support.
- **Student leadership** – Develop the role of Faculty Prefects to support and engage younger students through events, competitions and clinics.
- **Oracy** - Promote good practice in relation to Voice 21 and use relevant tools to allow students to acquire the oracy skills they need to thrive both in school and beyond.
- **Professional learning** - Increase opportunities for staff collaboration to develop subject knowledge and their understanding of examiners' expectations by encouraging learning walks, exploring teaching and learning strategies and the use of technology (including AI) to support learning.

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 need is SEMH; for some of the students affected, maintaining good attendance is a challenge.
3	Embedding and consolidating the participation of students eligible for Jersey Premium Funding in co-curricular activities, including opportunities to serve others.
4	Embedding and consolidating 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
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 opportunities 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 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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund professional learning related to student wellbeing, self-regulation, metacognition and SEN	EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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).	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)	EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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).	1,2

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	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'.	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund additional learning and revision activities (e.g. holiday revision programmes, targeted tuition and booster sessions)	EEF on one-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF on small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF on summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1,5
Provide academic resources and learning tools to support and enhance student progress	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. 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.	1,5

Fund targeted access to evidence-based Exam Pressure Solutions intervention, designed to develop students' meta-cognition and self-regulation	EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Information on Exam Pressure Solutions programme, arising from MA research: https://www.scotteastwoodwellbeing.com/exam-pressure-solutions	1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and refine our enhanced pastoral support (including the operation of the SEN Hub	EEF on mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Research indicates cognitive and SEMH benefits of peer mediation: https://www.scottishmediation.org.uk/young-talk/peer-mediation/what-does-research-say/ <i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'strong pastoral care is the foundation stone of a	2,4

and the work of student leaders, including Peer Mentors and Peer Mediators)	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)	
Fund access to co-curricular activities (including music tuition) and service opportunities (including targeted invitations to engage in these activities)	EEF on arts participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 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': https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character Education Framework Guidance.pdf <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) 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	3

Fund activiti es in suppor t of univer sity study (e.g. visits, taster days, resour ces, super- curricu lar learnin g)	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. See EEF insights into careers education: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	1,5
Promote leadership activities, including opportunities for leadership certification (e.g. Creative Minds Leadership Camp, certified by City and Guilds)	<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)	2,3, 4

Support parent s/families to understand ways in which they can most effectively support the progress and welfare of their children	<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) Parent feedback (indicative of impact) on our Table Talk programme is collated here: https://jerseycollegeforgirls.com/pages/about-jcg/parent-academy	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: £ £36, 800

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.

A level Summer 2024

- Fewer than 6% of the cohort were eligible for JP funding
- Students in receipt of JP funding achieved a 100% A level pass rate
- 100% of Year 13 student leavers in receipt of JP funding progressed to their first choice of post-18 destination, including university study, gap year and employment

GCSE Summer 2024

- Fewer than 4% of the cohort were eligible for JP funding
- Students in receipt of JP funding achieved a 100% GCSE pass rate (all grades achieved were in the range 4-8).
- All Year 11 students in receipt of JP funding proceeded to their first choice of post-16 destination; for 75%, this was Sixth Form study at JCG.
- Our Jersey 8 score for students eligible for JP funding is 60.8: this score is 39.7 for students eligible for JP funding across the island.
- Our Jersey 8 score gap between those eligible for JP funding and their peers narrowed between 2022/2023 and 2023/2024: from 53.7 vs. 71.3 to 60.8 vs. 71.7

Across island schools, the attendance of students eligible for JP funding was 8 percentage points lower than their peers; at JCG, the gap was just 2 percentage points.

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

Achieving performance in line with the cohort at the very top-grade range for students eligible for JP funding remains a focus for 2024-2025.

Review of Challenges (2023-2024)

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
- Exam Pressure Solutions course for students preparing for public exams
- University visits to successfully promote access to higher education
- 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
- Professional learning courses for staff on topics including supporting neurodivergent learners, managing complex safeguarding cases, and providing coaching for parents
- Barriers to students engaging in service opportunities identified and solutions signposted through biennial JCG Serves survey and follow-up assembly
- 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

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

Our January 2025 Financial Assistance survey (covering the use of JP and Bursary funding) found that:

96% of respondents strongly agree or agree that Financial Assistance at JCG had had a positive impact on their child's learning and / or wellbeing

100% of respondents strongly agree or agree that their child feels a strong sense of belonging and inclusion at College

Some respondents referred to comments made by their daughters:

X feels that school cares about families with less income and tries to support students in any way possible

X says it helped her flourish.

Our 2024 annual survey (addressed to all students, parents, and staff) indicate that we are successfully tackling some of the challenges identified in our JP Strategy:

89% strongly agree or agree that at JCG, we develop self-confidence, self-esteem & resilience in students

88% strongly agree or agree that JCG develops students' understanding of how to develop a positive mental health and sustain a healthy lifestyle

91% strongly agree or agree that the College offers a wide range of extracurricular clubs and activities

94% strongly agree or agree that JCG ensures students do their best and make progress

Feedback on Exam Pressure Solutions has been very positive; for instance, one student commented that 'it has significantly helped me to stay more in control over my stress. Very helpful, thank you!'.

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.

Our commitment to students engaging in outdoor activity and leadership programmes has led to anecdotal feedback from parents regarding lasting, positive impact on wellbeing and attendance. A teacher leading one such initiative described the event as 'life-changing for many of our students' of an experience that 'left a lasting impression on them'.

Further information (optional)

The College's Jersey Premium Strategy continues to operate alongside our wider programme of financial assistance. Approximately 12% 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.

Whilst it is not dependent on JP funding, our 2024-2025 SDP focus on oracy and Voice 21 is expected to be beneficial to all learners at risk of underachieving. *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way* highlights the importance of a focus on 'language development and comprehension' (p.14) and reminds us that 'socioeconomic disadvantage may mean pupils feel like they are on the margins of discussions [and] have lower levels of oral language' (p.33). See also the EEF on oral language interventions, and their potential to narrow the disadvantage gap:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>