

# 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	Le Rocquier School
Number of pupils in school	721
Proportion (%) of Jersey Premium eligible pupils	262 (37%)
Academic year/years that our current Jersey Premium strategy plan covers	2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024 December 2024
Statement authorised by	A Adkin
Jersey Premium lead	G Sutherland

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£955 £2345 (CLA)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295,710 (approx)

# Part A: Jersey Premium strategy plan

## Statement of intent

To maximise the opportunities to learners both who are Jersey Premium and Non-Jersey Premium.

As a school our vision is to challenge ourselves and others to be the best we can be today for a better tomorrow. Our aim is that all students make good progress over time and achieve high attainment across the whole curriculum at key stage 3 and key stage 4.

Le Rocquier school has 37% of Jersey Premium (JP). Within this we also have a high proportion of MLL and SEN pupils. 46 of our JP pupils have an attendance of below 80% which is hugely concerning as the school average attendance is 85.3%.

### **Our approach:**

As a school, to be successful in our approach we will ensure that:

- Disadvantaged pupils are exposed to high-quality teaching and learning.
- Challenges faced by disadvantaged pupils are constantly reviewed.
- Interventions/activities are adopted in a timely fashion.
- All staff have high expectation of progress for all students.

High-quality teaching and learning is at the core of our approach to support all learners at Le Rocquier School. This is proven to have the biggest impact as it supports and sustains the progress of non-disadvantaged pupils as well as Jersey Premium students. This approach includes supporting teachers with continued profession development to deliver the latest teaching and learning strategies within their lessons as well as subject specific knowledge.

As part of our approach of high-quality teaching and learning we will continue to be robust in our assessment of pupils across all year groups and will provide all learners with clear feedback and next steps to enhance their academic outcomes within each subject and qualification (as outlined in the Assessment, Recording and Reporting policy)

The school will also offer opportunities for enhancing cultural capital by offering extracurricular clubs and supporting learning through educational visits and experiences when available. This funding also aims to support those disadvantaged pupils through crisis.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>From using specific reading tests designed by reading Plus we have identified that more than 50% of year 7 learners are currently reading below their actual age. A significant number those who are disadvantaged have a lower reading age than their peers. Pupils find it hard to access more difficult texts across the curriculum at KS4 – this can be seen in the GCSE results. We also know that learners who are expose to more reading and oracy have a wider scope of understanding, with the ability apply this knowledge to their learning and in turn their qualifications.</p>
2	<p>CPD – Teaching and Learning Quality Assurance</p> <p>As a teaching body, it is essential to share best practice and support teachers continued professional development. This in turn will aid the vision of high quality first teaching in all lessons. Ensuring both disadvantaged and non-disadvantaged students have high quality teaching and learning in their lessons. The aim is to see good or outstanding teaching across the school during QA activities including lesson visits, work scrutinies and the review process.</p>
3	<p>Attendance</p> <p>Attendance is key to accessing high quality teaching and learning. This in turn will support students' future outcomes. The average attendance across the school for 2022/23 was 85.3% with 46 JP learners falling below 80%. Therefore, we need all learners to attend school to benefit and maximise from learning opportunities.</p>

## 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 children's reading age especially in Key stage 3, narrowing the gap from their initial stating point. Introduction of diagnostic testing before KS4.	The gap in children's reading age has closed at the end of KS3 in preparation for GCSE.
Literacy has been an embedded culture across the school and has a higher priority	All learners will actively engage in Literacy and oracy activities across all of their subjects. Staff will feel more confident about

supporting all learners including those who are disadvantaged.	Literacy teaching, including disciplinary Literacy, and a culture of reading can be seen in the school.
Staff have access to the high quality continued professional development which we can see in quality assurance monitoring.	All lessons embed the latest training and sharing of best practice, to enable high quality first teaching to continue. Teaching is rated good or better during quality assurance tasks.
All children aim towards 100% attendance	The attendance continues to improve both for whole school and including JP learners

## 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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Software that supports teaching:</p> <ul style="list-style-type: none"> <li>-PiXL</li> <li>-Reading Plus</li> <li>-Mymaths</li> <li>-GCSE Pod</li> <li>-Seneca</li> <li>-The Day</li> <li>- National Literacy Trust</li> </ul>	<p>Students can access online resources from anywhere, the outcome will be a blended learning approach to teaching and learning. Allowing learners to improve gaps in their subject knowledge.</p> <p>Engage parents to be involved in their child's learning, Satchel One will allow parents to fully know what home learning their child has been given and are able to support their child at home with their studies.</p> <p>Staff will have greater knowledge and up to date information on whole school activities and subject specific developments.</p> <p>Senior team training and updates shared from PIXL schools, with key points shared with staff, including CPD opportunities such as inset training and in house sharing of best practice.</p> <p>Subject specific training to enhance classroom teaching. Linked with other experienced practitioners across the UK.</p>	<p>1 &amp; 2</p>
<p>New whole school literacy strategy</p>	<p>The new Literacy strategy includes a variety of things being introduced to the school to support, not only reading age, but disciplinary literacy and a whole school culture of reading.</p> <p>We are building links with authors, piloting the 'big read', developing an MLL library, opening up our library to the community and creating a programme of CPD for all subject teachers.</p>	<p>1 &amp; 2</p>

Subject specific resources that enhance learning.	<p>Food and Nutrition: Ingredients so all pupils can participate in practical work and new equipment including new cookers and webcams.</p> <p>Textiles: New equipment in the development of a new GCSE</p> <p>PE: new equipment in the development of new sports.</p> <p>Music: New equipment to develop new schemes of work and allow pupils to play a range of different instruments and genres.</p> <p>English: LAMDA course for public speaking and the Festival of Words.</p>	2 & 3
Whole school CPD	The CPD coordinator will plan and run a rigorous programme that links directly to our school SIP and the needs of all our pupils with a focus on first quality teaching and learning. The needs of the school are Literacy, stretch and challenge and using data to track and monitor progress.	1 & 2

## Targeted academic support

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted student support across the curriculum.</p> <p>JBr (English) TSn (Maths - JAg)</p>	<p>Focus on English and Maths and subjects with high literacy levels including History and Social Sciences.</p> <p>Learners will make greater progress in smaller groups, with dedicated teaching and 1:1 feedback on specific topic areas within English and Maths. Topics will be identified by the class teacher and learners will be able to be taught on the areas that are most challenging.</p>	1 & 2
Bespoke music lessons	GCSE Music students will be offered to learn a musical instrument from the Jersey Music Service. The range of instruments on offer will allow learners to select an appropriate instrument to learn, practice and produce the required pieces for their Music GCSE.	2

Homework and breakfast clubs	To develop a safe space for pupils who can access learning facilities including laptops. To ensure that pupils have the best start to the day and are ready to learn by having a healthy and filling breakfast.	2 & 3

## Wider strategies

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage students in school and wider world.  Activity: Employability pathway, educational visits & trips	Students will gain skills for work and the understanding of the working world. This will also encourage learning in lessons and improved behaviours for learning.  Attendance will also improve for the learners on the Employability pathway.	1 & 3
Another member of the Attendance team (£40,000)	Another member of the Attendance team will be employed to ensure that pupils have all of their needs met to get in to school – they will also be used to support parents	3
Increase student attendance by getting pupils into school and keeping parents informed of attendance stats.	Increase attendance:  Employ an attendance champion to monitor JP student attendance. To contact parents when pupils' attendance hits certain levels, including 95%. Work with attendance officer to track attendance figures. To meet with pupils to develop practical strategies for improving attendance – such as bespoke timetables.  Minibus to pick up pupils with low attendance.  Contact with parents to be more often before attendance becomes a concern. Standard correspondence to be sent when all pupils drop below certain thresholds.	3
Motivate and engage Year 9 and Year 10 students (who move into Year 10 in	'Positively You' work across the UK delivering motivating, engaging activities to develop resilience	2 & 4

<p>September 2023) in preparation for GCSE</p>	<p>and exam skills. They will deliver to Year 9 across 4 days, including two parent twilight sessions.</p> <ul style="list-style-type: none"> <li>- Resilience (+ parent session)</li> <li>- Goal Setting</li> <li>- Mastering Student Motivation</li> <li>- Exam Busters (+ parent session)</li> </ul> <p>Hi5 Team Building Day – to develop interpersonal skills and ability to work as a team across the whole year group. This will be delivered after Hautlieu students have left, serving as a ‘boost’ for those not moving school.</p> <p>Developing Parent Engagement – additional information evening for parents, with catering, to bring more parents into school.</p> <p>Total cost £10,000</p>	
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**Total budgeted cost: £30,000** – *Remaining for cultural capital / requirements throughout the year.*



# 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 between January and December 2023.

### Evaluation of 2023

#### 1. Reading ages.

Reading ages continue to improve between year 7 and year 9. JP pupils made progress in line with their peers. Progress test results also show that the gap closes between year 7 and 9 with the help of rigorous and consistent approaches to reading in the English department. The focus for 2024 will now be on a whole school literacy focus.

#### 2. English and Maths GCSE results

Targeted English lessons with an intervention teacher has seen fantastic results. JP pupils who worked with this teacher all achieved their MEG in either English Language or Literature. The same cannot be said for Maths and only some of the pupils achieved their MEG. Moving forward intervention teaches will be used more effectively and directed by JP coordinator to ensure that monitoring of progress is happening.

#### 3. Staff CPD

Some subjects are using PiXL as part of their CPD – it has been noted that those subjects who have attended and use PiXL as part of their curriculum are getting good results. Lesson visits have shown an improvement in three key areas that were a focus for CPD: feedback, questioning and stretch and challenge. CPD will always be a focus for LRS as it must be implemented well to ensure first quality teaching and learning for all pupils.

#### 4. 100% Attendance

Attendance for JP students is still a concern. Although attendance has improved overall by 1 % across the whole school the different between JP and non-JP is still 7% for 2023 at 80% attendance. The mini-bus is still running and does make a difference for many of our school refusers. Moving forward however, we need to look at the JP students who are dropping below 95% - these will be the priority for 2024.