

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	Springfield Primary
Number of pupils in school	220 including Nursery
Proportion (%) of Jersey Premium eligible pupils	50%
Academic year/years that our current Jersey Premium strategy plan covers	2022 - 2023
Date this statement was published	30.01.23
Date on which it will be reviewed	December 2023
Statement authorised by	Mal Robson
Jersey Premium lead	Mal Robson

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£147,600
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Jersey Premium strategy plan

Statement of intent

At Springfield School we understand some of life's challenges can create barriers to learning for children. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Jersey Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to:

- **Provide the highest quality teaching**

We believe that high quality teaching that is based on a broad, balanced and enriched curriculum is the most important thing that we can do. The use of Jersey Premium funding enables us to enhance this.

- **Ensure that children reach at least the expectation for their age in the key areas**

Attainment in reading, writing and maths is essential for children to be successful at school.

- **Use data and our knowledge of pupils to identify need.**

Our teachers know their children and through analysis of their progress and conversations with them, they identify the best way to meet their needs. We adopt a relentless focus on the progress of all children and take action accordingly. This applies to all children, whether JP eligible or not.

- **Develop children's communication, language and literacy**

This is so important in ensuring all children have full access to the curriculum and can develop the social relationships necessary to be successful. This needs to start as soon as children come to school and the focus sustained throughout the school, meeting Jersey Curriculum Spoken Language requirements.

- **Provide opportunities for regular engagement with our parents**

Being a parent is a difficult job, we want to help provide parents with the skills to enable them to support their children's learning.

Strategy - A tiered approach

At Springfield School we have adopted a tiered approach to Jersey Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact.

These are:

Teaching: Improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Jersey Premium spending.

Targeted academic support: Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

Wider strategies: The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social and emotional support.

Additional Notes: Sometimes, the extra staff employed in school to support our children who are eligible for Jersey Premium, will also work with other children too. This is often due to how the class groups are organised and will be for all children's benefit. At Springfield, we are keen to ensure that those not in receipt of the Jersey Premium funding do not themselves fall behind due to a lack of support and intervention. Our strategy compliments the targeted support that we have put in place through the Jersey Tutoring Programme, for those whose education has suffered due to school closures. This includes our Jersey Premium eligible pupils.

SDP

The school development plan this year overlaps with our Jersey Premium Strategy as some of the main priorities are consistent. These being:

Maths Reasoning – this is our lowest area of attainment across the subject (last 2 yrs) and this is reflected in the levels of attainment, when compared to other mathematics areas. Significant time, support and training is planned to address this by developing our staff and approaches to have the positive impact we want to bring about.

Curriculum Leadership – we are investing a significant amount of time and training in curriculum subject leaders to enable them to monitor, evaluate, plan and implement subject developments. This will further our primary aim of providing the highest quality teaching across the school, leading to increased achievement. A main focus of this is Computing, both in the use of and recording of digital outcomes.

Challenges

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

Challenge number	Challenges to overcome to improve attainment for all pupils Detail of challenge
1	Attainment of JP eligible consistently in line with non-JP eligible. School data indicates that attainment of JP eligible children is at least as good as their peers in most year groups.
2	Baseline level Comm and Lang (CLL) on entry to the school in Nursery and Reception is well below national and island average. Assessments show that language and oral skills can have a negative impact on reading and writing development. Additional challenge of meeting curriculum expectation for Spoken Language in Y1-6.
3	Ensuring children are ready to learn – emotional well-being. Our observations and pupil surveys indicate that some pupils are not ready to learn effectively on entry to school in the morning or at trigger points across the day. This results in significant knowledge gaps leading to not meeting ARE.
4	Lack of enrichment experiences outside of school. Due to social demographic and housing conditions, many children don't have access to activities outside of school
5	Parental engagement with school and support for learning. Lack of engagement is evident in EYFS use of Tapestry. Not all parents have the time or ability to support children and we see these gaps evident in learning.
6	Pupil attendance – 58% of JP eligible children have below 95% attendance. This is below the absence rate for non-JP children.

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 in ARE attainment Expected progress made	At least 70% of JP eligible children achieve ARE for R/W/M in July 2023 All JP eligible children make expected progress by July 2023
Improved Communication and Language skills in JP pupils	At least 70% of JP eligible children achieve ELG by July 2023 At least 70% of all children in Y1-6 achieve English ARE, including Spoken Language
Achieve and sustain improved well-being for all pupils, particularly JP	Data from pupil survey and teacher observations Increase in participation in enrichment activities Attendance over 95% and behaviour incidents rare
To sustain a broad and wide-ranging curriculum providing array of opportunities	Curriculum engagement is high across the school Data from pupil and parent surveys Curriculum subject review reports Whole school curriculum map demonstrates diversity of opportunity
Improved parental engagement	Parents attendance at events – online and in person High % of surveys returned Home learning completed
Achieve and sustain expected attendance (95%+)	JP eligible children show at least 95% attendance with no persistent absence.

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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Appoint and support a member of staff to lead JP strategy across the school – SA2 funded • Termly reports of progress and impact to SLT • Evaluation of all elements of strategy against spending • Reportable to H/T and Senior Adviser 	<p>The success of the strategic plan depends on consistent evaluation and monitoring of all elements. Having a dedicated member of staff with the time to carry this out is essential.</p>	All
<ul style="list-style-type: none"> • Deliver curriculum leader programme and support teachers to ensure quality planning and delivery across all subjects, particularly Computing • Assessment, monitoring and evaluation of subjects • Planning and implementing improvement plan • Reportable to SLT • Developing middle leaders 	<p>There is strong evidence that suggests accurately aligned CPD develops teaching quality and outcomes for children. The CPD needs to appropriate to the needs of the school, reflected in a recent virtual review. EEF Effective Professional Development</p>	1, 2 and 4
<p>Increase and develop the language and writing environment in EYFS to increase engagement</p>	<p>Providing a wide range of communication and writing opportunities develops and enhances motivation for writing in Early Years. EEF - Preparing for Literacy Early Literacy Approaches</p>	1, 2, 4 and 5
<p>Local author workshops to raise profile of writing and inspire children</p>	<p>Feedback from pupils and outcomes tells us that modelling the process of composing, drafting and editing writing has high impact. This combined with the status of local authors proves successful in engaging and inspiring children to write. EEF Improving Literacy Report</p>	1, 2, 5 and 6
<p>Termly progress/attainment reviews with teachers</p>	<p>Reviewing outcomes and progress regularly provides opportunities to challenge under-achievement. This shapes the deployment of interventions and support and assesses the impact on outcomes.</p>	All
<p>Support teachers in the development maths reasoning to improve staff confidence and delivery, leading to better outcomes.</p>	<p>Children’s ability to reason, explain their thinking and select suitable methods and strategies underpins concept acquisition across all concept areas. EEF Improving Mathematics in KS2 EEF Early Maths</p>	1
<p>Provide access to music specialists to enable whole class opportunities</p>	<p>Research shows that access to Arts activities have important educational value in themselves and for core academic attainment in other areas of the curriculum, particularly literacy and mathematics. Arts Participation impact</p>	4
<p>Communication and Language focus in Y1-6 to compliment work in EYFS. Specific focus on Spoken Language curriculum requirements with staff</p>	<p>Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication. Teaching should focus on pupils’ language development, particularly their expressive language, which will also support their writing. EEF KS1 Literacy EEF KS2 Literacy</p>	1 and 2

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support staff across the school to deliver targeted interventions and support disadvantaged children in class	EEF evidence and guidance supports the use of skilled additional adults to provide one to one tuition, small group tuition and TA interventions. Evidence and impact of additional support	1,2,3 and 4
Release teachers weekly to conduct feedback and pupil conferencing whilst providing specialist PE teaching for all children.	Feedback that focusses on moving learning forward and is specific is advocated and demonstrates high impact. Evidence of impact of feedback Feedback recommendations	1 and 2
Improve reading ability in KS1 using support from specialised teacher – Reading Response	Decoding and comprehension are evidenced as key components of competent readers. Our programme brings about significant gains. EEF reading recommendations	2 and 5
Employ a specialist writing teacher for additional teaching sessions	Evidence shows that effective writers use a number of strategies to support each component of the writing process. Use of a writing specialist shows significant gains in school data. EEF - Developing Literacy	2
REAL parents project in EYFS to support early reading and writing	Providing strategies and information to parents has shown to increase parental participation in school data. Evidence shows greater engagement following project sessions, leading to better outcomes – short and focussed homework projects. Parental engagement evidence	1,5 and 6
Pre-school language sessions weekly to encourage language development of potential pupils	High quality adult-child interactions and talking with children provides the foundation for effective language and communication. Evidence shows that adults have a vital role in modelling effective communication. Our sessions aim to model this to parents and develop their own confidence. Early Language development guidance	1 and 5

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

Budgeted cost: £ 9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ELSA and well-being support in house	School data evidences that well-being provided in school enables pupils to access learning more successfully. Pupil survey responses indicate children know how to ask for support and are confident to do so. EEF - Social and Emotional Learning	3 and 6
Provide transport for all children to access curriculum enrichment throughout the year	Curriculum maps integrate a wide range of experiential learning as this is proven to have a positive impact on children's learning and learning memory.	4
Engage all EYFS children in swimming lessons and water safety	Over 50% of our pupils are disadvantaged, many with families employed in multiple jobs to finance basic living. Families don't have the time or resource to provide their children with swimming lessons, incorporating water safety. This is essential living on a small island. All of our children leave school at the curriculum expected level for swimming.	3 and 5
Financially support parents, where appropriate, to ensure access to all curriculum experiences	Over 50% of our pupils are disadvantaged, many with families employed in multiple jobs to finance basic living. Finance is not a barrier to these children who are entitled to the same curriculum experiences as their peers	2,4,5 and 6
Provide outdoor learning experiences for disadvantaged children, activities they wouldn't normally have access to.	Over 90% of our pupils do not have access to play space associated with their home and many don't experience all the island has to offer. Research shows that access to outdoor activities have important educational value in themselves and for core academic attainment in other areas of the curriculum, particularly literacy and mathematics. These activities also reinforce social and emotional support that they receive.	2, 4 and 5
Reduce persistent absence (below 95%) across the school <ul style="list-style-type: none"> Half termly attendance reviews with EWO, leading to actions Weekly celebration of attendance (trophy) Attendance certificates awarded 	Every absence results in lost learning. Over time this impacts on children's progress and attainment. 94% attendance equates to 10 lost days 90% attendance equates to 19 lost days	6

Total budgeted cost: £ 138,500

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 2020 to 2021 academic year.

Attainment of JP pupils – School Average attaining ARE (Yrs 1-6):

Reading

Year 2 Pupils Achieving 2S

Pupil no.s

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	9	12	8
Not JP	3	4	6
2020/2021			
JP	9	7	4
Not JP	9	10	10
2018/2019			
JP	13	18	12
Not JP	19	24	21

% School

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	60%	87%	53%
Not JP	38%	75%	75%
2020/2021			
JP	56%	44%	25%
Not JP	69%	77%	77%
2018/2019			
JP	59%	82%	55%
Not JP	63%	80%	70%

% All Mainstream Govt Schools

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	40%	54%	35%
Not JP	71%	73%	62%
2020/2021			
JP	39%	54%	29%
Not JP	62%	72%	55%
2018/2019			
JP	40%	54%	39%
Not JP	62%	71%	54%

Year 4 Pupils Achieving 4S

Pupil no.s

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	10	12	9
Not JP	2	6	5
2020/2021			
JP	13	14	13
Not JP	14	15	17
2018/2019			
JP	8	5	3
Not JP	15	12	10

% School

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	58%	63%	47%
Not JP	57%	86%	71%
2020/2021			
JP	59%	73%	59%
Not JP	62%	69%	69%
2018/2019			
JP	73%	45%	27%
Not JP	88%	71%	59%

% Mainstream Govt Schools

AcademicYear	Mathematics	Reading	Writing
2021/2022			
JP	40%	53%	36%
Not JP	70%	78%	65%
2020/2021			
JP	45%	54%	38%
Not JP	67%	72%	63%
2018/2019			
JP	44%	52%	43%
Not JP	62%	68%	60%

Year 6 Pupils Achieving 6S

Pupil no.s

AcademicYear	French	Mathematics	Reading	Writing
2021/2022				
JP	9	6	11	7
Not JP	9	9	9	9
2020/2021				
JP	7	4	8	5
Not JP	10	9	12	9
2018/2019				
JP	8	4	7	5
Not JP	7	9	10	8

% School

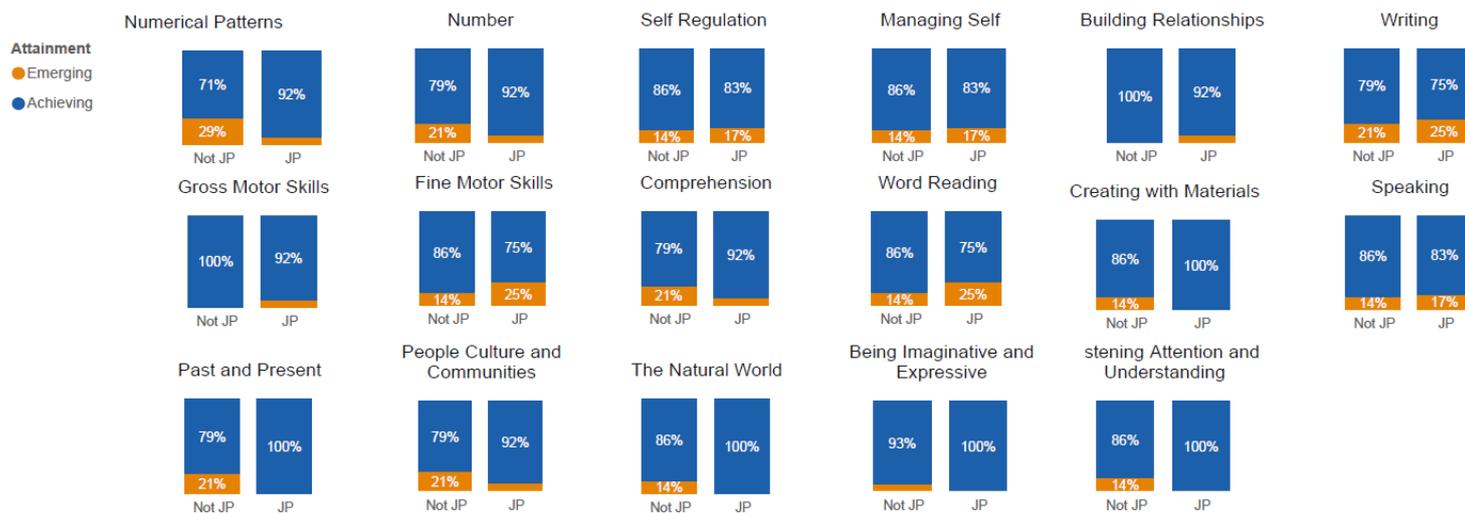
AcademicYear	French	Mathematics	Reading	Writing
2021/2022				
JP	75%	50%	92%	58%
Not JP	75%	75%	75%	75%
2020/2021				
JP	58%	33%	67%	42%
Not JP	71%	64%	86%	64%
2018/2019				
JP	67%	33%	58%	42%
Not JP	50%	64%	71%	57%

% All Mainstream Govt Schools

AcademicYear	French	Mathematics	Reading	Writing
2021/2022				
JP	46%	45%	48%	33%
Not JP	72%	71%	76%	66%
2020/2021				
JP	33%	45%	53%	43%
Not JP	52%	70%	75%	65%
2018/2019				
JP	29%	42%	47%	41%
Not JP	52%	59%	67%	58%

Achievement in Yrs. 2, 4 and 6 (reportable to CYPES) shows that JP eligible children perform better than non-JP eligible children in 25% of applicable aspects. Achievement is not quite in line across all aspects but shows steady improvement over the last 3 years. When compared the JP achievement in all maintained government schools, data is significantly higher across the board. The strategy for 2022-2023 will aim to address the imbalance, particularly in writing and maths.

EYFS



Jersey Premium eligible children performed better than all non-JP eligible children in 9 out of 16 areas – both expected and exceeding ELG. A further 4 areas showed a difference of 4% or less (1 pupil)

The strategy was in place for the academic year 2021-2022. EYFS data suggests JP eligible children are excelling within the provision due to the level of support available and the additional support of S+L to develop CLL.

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

From Jersey School Review - September 2022 Mark Lindfield

Pupils’ achievement in the core subjects of reading, writing and mathematics compare favourably with other Jersey schools, particularly in the high success rates of those eligible for Jersey Premium.

A considerable strength of the school’s provision is the high-quality support that those pupils entitled to Jersey Premium receive. As a result, a far higher proportion of pupils entitled to Jersey Premium achieve well in reading, writing and mathematics than the averages for Jersey.

Further information (optional)

Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Jersey Premium funding.