



Haute Vallée Jersey Premium Statement for 2017

Mission: To Challenge and Inspire

Core Values

- PRIDE
- AMBITION
- RESPECT
- TEAMWORK

VISION

All pupil premium students will make good or better progress and leave the Haute Vallée aged 16 as confident individual's and live happy and fulfilled lives

JERSEY PREMIUM

At Haute Vallée we see it as our responsibility to ensure that every child 'realises their potential'. With the dedicated commitment of our well-trained staff and positive relationships with parents, we strive to create a caring environment where all of our young people can thrive. The school is structured to provide support for the whole child pastorally, socially and academically.

Jersey Premium (JP) is a targeted funding programme for schools which has been introduced to help all children get the very best from their education. Schools receive extra funding calculated on the number of eligible children they have each year. The funding is designed to ensure that all students receive high-quality teaching based on a detailed understanding of their needs or barriers to learning.

Year	Number of Jersey Premium students at Haute Vallée in 2017	Total number of students in each cohort at Haute Vallée in 2017	Percentage of Jersey Premium students in 2017
7	36	128	28%
8	36	122	30%
9	30	127	24%
10	37	106	35%
11	23	84	27%
Total	162	567	29%

CONTEXT

Haute Vallée School has used their Jersey Premium funding to support a number of initiatives in the financial year 2017. The following tables outline in summary what we did and the impact on the personal, social and academic development of Jersey Premium students. The tables also outline in brief our initial plans for 2018. Due to a change in the leadership team at Haute Vallée from January 2018, the detailed Jersey Premium Action Plan for 2018 will be published slightly later than normal, 1st March 2018.

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Effective Y6-7 Transition</p> <ul style="list-style-type: none"> To support effective primary- secondary transition through additional staff visits to primary schools, and thorough extra-student transition days to Haute Vallée To develop and build strong partnerships with Year 7 students and their parents by supporting students with all pastoral issues 	<p>Pastoral Lead (part time) appointed to work with Year 7 students prior to and during transition, providing continued support throughout their first year at Haute Vallée School.</p> <p>The Pastoral Lead is a non-teaching staff member and available to support students throughout the day, allowing quick and effective response problems or concerns that arise, supporting the child. The Pastoral Lead can offer ELSA support to students who would benefit.</p>	<p>Working collaboratively with the HOY Year 7 the Pastoral Leader has actively provided support throughout the year to new Year 7 students. Year 7 have a 95% attendance rate.</p> <p>Student confidence and the readiness to learn of Year 7 students has improved in 2017 and ELSA support was provided to those who were identified and requiring additional transitional support. Students have built strong and trusting relationships with the Pastoral Leader.</p>	<p>£23,257</p>	<ul style="list-style-type: none"> Continue the use of Pastoral Leader to support effective transitional arrangements and in support of welfare concerns in Year 7. Pastoral Leader will provide ongoing interventions in and out of the classroom in support of specific students who might otherwise struggle with mainstream experiences. Establish a new Year 7 ‘school within a school’ to further reduce the anxiety of transition from Year 6 into Year 7, with a dedicated are of the school for Year 7 and a bespoke Year 7 ‘Horizon’ curriculum and team of Year 7 Horizon staff. Target attendance of 97% for next academic year.

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Improve Literacy</p> <ul style="list-style-type: none"> Support students in literacy at KS3 with an intensive online support reading scheme. 	<p>LEXIA – Core 5 was utilised for KS3 students who are well below age-expected reading levels.</p>	<p>LEXIA is personalised to the student allowing them to work independently seeing their own progress as they work.</p> <p>All students had increased their reading by 1 year in two months by completing Level 1 of the course and moving onto Level 2.</p> <p>Added benefits include being able to use the software at home to extend learning.</p>	<p>£3850</p>	<ul style="list-style-type: none"> Further develop the use of the LEXIA reading programme for 2018. Create a Numeracy Intervention Plan and implement actions for 2018
<ul style="list-style-type: none"> Develop interventions to support the development of Literacy within Year 7 as the youngest students at Haute Vallée School 	<p>A specialist English teacher has worked on a 1:1 with students providing ‘Let’s think in English’, based upon interventions for 15 minutes slots on a weekly basis.</p>	<p>The level of writing has improved through feedback and detailed questioning. Student work is evidence of clear progress from Literacy targets set. Teacher can show evidenced examples of progression in students work before and after the interventions. The benefits of these interventions are designed to make positive impact over several years, not immediate. Some students have been moved into a higher set.</p>	<p>£12,800</p>	<ul style="list-style-type: none"> Assess all students annually with a GL NGR test to monitor and track progress in Reading and Comprehension Refine and develop a new Literacy Strategy that promotes reading for pleasure and that actively supports students with reading and comprehension for every student with a reading age that is one or more below their chronological age.

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Develop 'Resilience' in students and staff to be effective</p> <ul style="list-style-type: none"> Professional development for Haute Vallée staff on the development of coaching and resilience training to promote resilience skills to better support students deal with barriers to learning 	<p>The Resilience Development Company provided training to all staff. This has been used to aid staff in leading individual mentor sessions and provide enrichment activities in form time to support students in coping with personal challenges in their learning experiences.</p>	<p>The initial training has raised awareness of staff to the need to develop resilience skills in young people, to solve personal problems and overcome barriers to learning.</p> <p>100% of students surveyed said their ability to deal positively with stresses and pressures had increased.</p> <p>100% of students surveyed also stated they found it easier to make sense of difficulties at home or school.</p> <p>92% of staff reported an increase in their own and student well-being as a result of the training. While there were real gains from the training, there was insufficient evidence to relate the programme to learning gains across the curriculum.</p>	<p>£4000</p>	<ul style="list-style-type: none"> New school priorities under a new Jersey Premium framework allows for other initiatives to be explored that will support both well-being and academic results.

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Student voice – listening to the views of students</p> <ul style="list-style-type: none"> To raise aspirations both academically and socially, while better informing schools of the needs of students. 	<p>1:1 student interviews took place so key staff could listen to and evaluating the needs of each JP student. Y8 and Y11 were all consulted as pilot for KS3 and KS4 year groups.</p>	<p>The interview processes helped to improve staff awareness of the hopes and aspirations of young people. It enabled students to further build upon the positive relationships with staff. Agreed individual targets were set to further support students bridge the gap between where they feel they are now and where they want to be.</p>	<p>£2475</p>	<ul style="list-style-type: none"> Continue with 1:1 meetings and interview remaining year groups in KS3 and KS4 to gain a full picture. Use the information to inform decisions on future projects. Complete the on-line GL PASS attitudinal survey to find out the attitudes of all young people as learners and use this benchmarked data to identify future action-research projects that support progress made by JP students
<p>Improve attainment in Science</p> <ul style="list-style-type: none"> Develop intervention classes for students in science to bridge the gap of achievement 	<p>Split science groups between two specialist teachers allowing both groups the chance to progress at a suitable learning pace.</p>	<p>Students made progress with smaller group sizes and more time spent with a specialist teacher.</p>	<p>£3,082</p>	<ul style="list-style-type: none"> Continue with specialist teaching support for those needing intervention in science. Establish STEM club for students that wish to engage in new and exciting projects involving Maths, DT and Science
<p>KS4 curriculum and revision and support with coping with examinations</p> <ul style="list-style-type: none"> Support KS4 students with effective revision guides to use independently. 	<p>Exam board specific revision guides were purchased and distributed to KS4 students to support and reinforce learning at home.</p>	<p>Improved independent learning at home has reinforced learning at school. A 3% increase in 5A*-C incl English and Maths in 2017.</p>		<ul style="list-style-type: none"> Continue to utilise resources that support independence and reinforce learning at home in preparation for examinations. Develop focused examination revision sessions, improving student confidence in reading and answering examination questions, Literacy for examination questions and developing memory techniques that aid revision. Develop new vocational courses at KS4 offering students more choice. E.g. Hair and Beauty, Construction at Highlands College

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Enrichment activities</p> <ul style="list-style-type: none"> Engage students during their breaks with meaningful and structured physical activity 	<p>A specialist PE teacher was employed not only for curriculum lessons but also to run lunchtime and additional after school extra-curricular clubs. This engaged with students to get fit and enjoy activities that promote team work and well-being.</p>	<p>These clubs engaged and focused students during their breaktimes.</p> <p>Students developed teamwork skills and built positive relationships with their peers. The importance of physical activity was highlighted supporting a healthy lifestyle.</p>	<p>£22,647</p>	<ul style="list-style-type: none"> Further develop well-being activities that enrich the mind and body during unstructured periods of the school day Undertake a full school-audit of student participation in extracurricular enrichment activities and target students not engaging in enrichment opportunities to further develop personal, social and emotional skills for life.
<ul style="list-style-type: none"> Provide Year 10 students with the opportunity to complete their Duke Of Edinburgh Bronze Award 	<p>Equipment was purchased to ensure that all students would have the access to appropriate equipment to enable them to participate and pass the award.</p>	<p>Students had the appropriate equipment necessary to pass the expedition part of the Award.</p>	<p>£1,589</p>	<ul style="list-style-type: none"> Further develop the Duke of Edinburgh programme to Silver Award and begin a new Year 10 cohort at Bronze Award

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Standards of uniform and nutrition</p> <ul style="list-style-type: none"> Ensure all students have the same chances to access expected standards of uniform, equipment and nutrition 	<p>Uniforms were purchased for identified students Shared kit and equipment for the PE department to enable all students to participate in sport.</p> <p>The breakfast club allows all students to start the day having had some food in the morning.</p>	<p>The starting point for students is the same. Students feel included by wearing the correct uniform.</p> <p>Students are able to focus and access learning more easily with improved nutrition and to 'feed the brain'</p> <p>Students have the opportunity to have informal discussions with staff, issues have been identified and supported.</p>	<p>Uniform/kit £651</p> <p>Lunch/ breakfast club £1050</p>	<ul style="list-style-type: none"> Continue to identify individual students through referral systems who would benefit from support in purchasing uniform and equipment for school. Establish clear rationale surrounding the purpose of breakfast club and how students can access this.
<p>Homework club</p> <ul style="list-style-type: none"> Support students in completing homework to the highest standard and provide them with the opportunity to access support and ICT 	<p>A homework club was established, led by teaching assistants and was available to all year groups as well as Jersey Premium students.</p>	<p>Students have attended the Homework Club after school to gain additional support and use the ICT facilities, often not available at home. They have engage with their work and made progress</p> <p>Better standard of work is produced while encouraging students to develop independence with their work.</p>		<ul style="list-style-type: none"> Continue with homework club, and extend to encourage more EAL students to 'drop in' for additional literacy support. Staff to refer students who have barriers in completing homework. Create a learning zone for Year 10 and Year 11 that is focused on an additional hour to the school day (3.00 to 4.00 p.m.) Monday to Friday, where students will gain access to IT for self-directed study, or engage in small groups of specialist learning with specialist teachers provided intervention support.

Area of development in 2017	What did we do in 2017 ?	What was the impact?	What did we spend in 2017?	Future Actions
<p>Support for EAL students</p> <ul style="list-style-type: none"> To support Jersey Premium students with English as an Additional Language (EAL) to further develop their literacy skills and with learning interventions across the curriculum 	<p>EAL professional employed to provide personalised interventions to small number of JP EAL students and basic support with Literacy development.</p>	<p>JP EAL students make more rapid progress in English and accessing an EAL homework club in addition to both in and out of class support and targeted interventions. Students are making individual milestones such as moving from high intensity support to low, and grades are improving.</p>	<p>£12,000</p>	<ul style="list-style-type: none"> Continue to develop Literacy and Numeracy support for JP EAL students utilising the EAL professional, planning and implementing intervention strategies across the curriculum, in collaboration with teaching staff

For more information about Jersey Premium initiative, please visit the States of Jersey Education website address <https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>