

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 | Haute Vallee School |
| Number of pupils in school | 569 (188 JP) |
| Proportion (%) of Jersey Premium eligible pupils | 33% |
| Academic year/years that our current Jersey Premium strategy plan covers | 2021/22 to 2023/24 |
| Date this statement was published | February 2022 |
| Date on which it will be reviewed | February 2023 |
| Statement authorised by | Stuart Hughes |
| Jersey Premium lead | Dan Mortimer |

Funding overview

| Detail | Amount |
|---|----------|
| Jersey Premium funding allocation this academic year | £190,000 |
| | |
| 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 | £190,000 |

Part A: Jersey Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of their personalised curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving their academic goals, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support for learners with Low Prior Attainment (LPA), Social, Emotional and Mental Health (SEMH) needs, Multi-lingual Learners (MLL), learners with Special Educational Needs and/or Disabilities (SEND), and learners who access our Additionally Resourced Centre (ARC), including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all students' stories are known including those with disadvantaged backgrounds.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through personalised curriculum, appropriate support and effective, measurable interventions.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Knowing our students – history, background, identifying needs. BELIEVE - CARE |
| 2 | Providing programmes of support and interventions that ensure academic progress which is sustained and maintained. ACHIEVE - BELIEVE |
| 3 | Engaging parents to ensure they are equipped to support students in their academic career. ACHIEVE – BELIEVE - CARE |

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 |
|---|---|
| 100% of JP students achieve their MEG or higher across all subjects. | By the end of our current plan in 2023/24 (or sooner), 100% or more of our disadvantaged students will achieve their MEG or higher in all subjects. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |
| Close the gap between JP and Non-JP students achieving 5 or more subjects grades 4+ and 5+ including English and Maths. | By the end of our current plan in 2023/24 (or sooner), the gap between JP and Non-JP students achieving 4+ and 5+ grades including English and Math will be smaller than that of previous years. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. |
| To achieve and sustain improved wellbeing for all pupils, including those | Sustained high levels of wellbeing from 2023/24 demonstrated by: |

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| <p>who are disadvantaged. – SEMH link to SIP</p> | <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils – evidenced in student surveys and extra-curricular registers. |
|--|---|

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: £ 123,000 (approx.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Curriculum Planning Consultant: All Heads of Department receive 1:1 session with curriculum planning consultant to bring renewed schemes of learning and consistency in planning and delivery across the school. Teachers are released from teaching and given time to formulate bespoke plans. | Many staff, from all levels, across many departments, have highlighted the need for even more consistency in a range of areas, particularly scheme overviews and curriculum planning – this was identified in Staff Voice. | 1 2 3 |
| Continuance of bespoke vocational curriculum for KS4 students – Highland College. (Yr. 10 and Yr. 11) | In 2021, 100% of students who attended the bespoke curriculum at Highlands College achieved their MEG or higher. | 1 2 |
| Improving literacy in all subject areas: Purchase of Reading Plus package to benefit all students – providing targeted feedback tailored to the individual student. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) | 1 2 |
| Purchase of standardised diagnostic assessments – GL Assessment. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1 2 |

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| 2 x Specialist Teaching Assistants led by Head of Maths and Literacy Co-ordinator: Implement a range of programmes to improve literacy and numeracy. | <p>The effective deployment of specialist Teaching Assistants is in line with EEFs seven evidence-based standards, including:</p> <ul style="list-style-type: none"> • Using teaching assistants to help pupils develop independent study skills and manage their own learning • Using teaching assistants to deliver high-quality one-to-one and small group support using structured interventions <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</p> | 1 2 |
| GCSEPod – Digital learning and revision platform available on a range of devices to all students, in all year groups. | Based on evidence from 3,538 Yr. 11 students across 24 schools, regular users of GCSEPod achieved, on average, 1 grade higher per subject than no-users. | 2 |

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

Budgeted cost: £ 20,000 (approx.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| KS4 Raising Achievement Programme – Revision and Intervention sessions during weekends and holiday breaks with external tuition partnership, providing specific targeted revision. | <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 2 |

| | | |
|--|---|----------------------------|
| | <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>G/Busters</p> | |
| Academic and Mental Health Programme – Holidays. | <p>84 Students attended over the two-week period - the following data has been taken from 72 students who were in attendance for over 90% of the two weeks.</p> <p>Mean improvements in JP students from baseline test to final test:</p> <p>Maths 45%</p> <p>English 17%</p> <p>Percentage increase in scores for categories following afternoon learning sessions based on JP and non-JP students in attendance:</p> <p>Mood 58%</p> <p>Enthusiasm to learn 70%</p> <p>Concentration 38%</p> <p>Self-Esteem 55%</p> <p>Self-Confidence 57%</p> <p>Communication Skills 55%</p> <p>Teamwork Skills 37%</p> <p>English 53%</p> <p>Maths 71%</p> <p>Skills Physical Activity 55%</p> | <p>1</p> <p>2</p> <p>3</p> |

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

Budgeted cost: £ 50,000 (approx.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| JP Mentoring programme: Yrs. 7 – 11 | <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>https://educationendowmentfoundation.org.uk</p> <p>Our school has a dedicated JP super mentor assigned to each year group, who regularly liaise with the mentees subject teachers and Head of Year.</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk</p> <p>When comparing student feedback from Yr. 8 to Yr. 9, on average all of the support measures within our programme have increased 18%.</p> | 1 2 |
| <p>Arete 'Excellence of any kind' programme.</p> <p>Continue the Arete programme to inspire and motivate students who demonstrate excellence of any kind, to aspire to be their best.</p> | | 1 2 |
| Extra-Curricular Co-ordinator: Establish a varied extra-curricular programme which meets the needs of all students. | | 2 3 |
| Learning to Play Scheme: Increase number of students who engage in | 32 Students currently access this provision. | 2 |

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| musical activities in and out of school. | | |
| Re-vamp of Rewards Systems: Further development of reward policies Celebrating achievement, using incentives. | | 1 3 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 2 3 |

Total budgeted cost: £ 190,000 (approx.)

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.

Exam Results 2021

- Cumulatively, across all subjects, on average JP students achieved 1 grade higher than predicted from their Year 9 CATS average.
- JP students achieved over 80% pass rate in all subjects
- 70% of JP students achieved their English MEG or Higher
- 33% of JP student achieved their Maths MEG or higher

Percentage of students who achieved 5 or more 4+ grades including English and Maths:

| | SUM 2019 | SUM 2020* | SUM 2021** |
|---------|-------------|--------------|---------------|
| JP | 31.58 | 60.87 | 54.55 |
| Non- JP | 24.64 | 59.46 | 68.18 |

*Centre Assessed Grades (CAGs) based on assessments and classwork across two-year course.

**Teacher Assessed Grades (TAGs) based on three evidenced pieces of work including three waves of internal mock assessments.

External Support Partnership***

- 62% of JP students who attended the external support programme for English achieved a Grade 4 or higher
- 11 out of 21 Students who attended (52%) achieved at least one grade higher than their Minimum Expected Grade (MEG)

Reading Ages

- Yr. 7: 68% of JP students' Reading Age increased, with average increase of 5 months, with intervention.
- Yr. 8: 59% of JP students' Reading Age increased.
- Yr. 9: 59% of JP students' Reading Age increased, with average increase of 10 months, with intervention.

JP Super-Mentor programme

- There has been a 30% increase of JP students accessing the Breakfast Club.
- On average all of the support measures within our programme have increased 18.2% compared to this time last year when comparing Yr. 8 and Yr. 9 data for the same cohort.

- The areas which received stronger scores this year compared to last year (Yr. 9) were Resilience, feeling supported at home, and use of Breakfast Club.
- Scoring has been fine-tuned going forward to provide a more accurate measure of progress going forward into next year.

Specialised Vocational Curriculum – Highlands College.

- 100% of JP students who attended a Highlands College course achieved their MEG or higher.
35% of JP students who attended a Highlands College course, enrolled on a Highlands College course in September 2021.

Post-16 Destination Information

- 27 out of 33 JP Students (82%) attended their first choice of post 16 Provider in September 2021
- 48% of JP students (16 students) enrolled on a level 3 course
- 61% of JP students (20 students) enrolled on a course at Highlands
- 18% of JP students (6 students) enrolled on a course at Hautlieu
- 3% (1 student) of JP students enrolled on a course at JCG

Additional feedback and evidence for last year's Academic and Mental Health Programme

John Searle, Education Consultant:

"The Jersey Premium funding has been used well to ensure those who require additional support have targeted intervention either 1:1 or alongside in classes."

Students' Voice:

"I'm so good at maths now, I feel so much happier in my lessons, and I don't really worry about not understanding things anymore."

"I loved having breakfast with my group in the morning because it got my day off to a good start. I made new friends that go to Haute Vallee, and I really enjoyed the fun activities in the afternoon. Plus, I got to go to so many places I'd never been before. It made my summer so much better than it would have been otherwise."

"I wish Haute Vallee did a Summer School every year, it broke up the long holiday and now I'm much better at English and Maths. I also really enjoyed having fun with our teachers, they are actually pretty cool."

Teacher Voice:

"I'm honestly blown away with some of the differences I have seen in the students that attended Summer School. Their confidence in learning has significantly improved and I have noticed that students who attended have had consistently good attendance this term."

"Wow, what a difference! Some of our SEN students have become more integrated into the school community, and they are no longer spending breaks and lunches in the Learning Zone." "The students who attended summer school in my Maths class are flying! Its amazing to see them enjoying their learning now."

Parent Voice:

"A huge thank-you to staff at Haute Vallee for making my children's summer! Each day they came home excited to tell me about the different activities they had done that day. I felt over the moon that they could experience things I can't currently provide for them."

"Thank-you Haute Vallee! My daughter had the time of her life this summer. Not only has she grown in confidence, but she is also a much happier child, who actually wants to attend school now."

"Thank-you, Thank-you, Thank-you! My son's loved Summer School. They are now wanting to do their beach lifeguard qualification when they turn 16 and gain qualifications in outdoor adventures."

*** Haute Vallee has a partnership with external tuition provider Gradebusters.

Further information (optional)

We are continuing with our Academic and Mental Health programme (currently funded by CYPES), following extremely positive outcomes across a range of survey measures and baseline testing. This programme will continue to positively impact a large number of JP and non-JP students.