

# Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our Jersey Premium 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	552 (196 JP)
Proportion (%) of Jersey Premium eligible pupils	36%
Academic year/years that our current Jersey Premium strategy plan covers	2021/22 to 2023/24
Date this statement was first published	February 2022
Date on which it will be reviewed	February 2024
Statement authorised by	Stuart Hughes
Jersey Premium lead	Thomas Precious

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£203,450
<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	£203,450

# 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 Jersey Premium strategy is to support those eligible 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 Jersey Premium (JP) pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the Non-Jersey Premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-JP pupils' attainment will be sustained and improved alongside progress for their JP 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-JP 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 who are eligible for the JP funding.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for JP 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 Jersey Premium 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 JP 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 JP pupils and their Non-JP 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	By the end of our current plan in 2023/24 (or sooner), the gap between

grades 4+ and 5+ including English and Maths.	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 JP 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 who are disadvantaged. – SEMH link to SIP	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in extra-curricular activities, particularly among JP pupils – evidenced in student surveys and extra-curricular registers.</li> </ul>

## 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.	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 2022, 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: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1 2
2 x Specialist Teaching Assistants led by Head of Maths and Literacy Co-	The effective deployment of specialist Teaching Assistants is in	1 2

ordinator: Implement a range of programmes to improve literacy and numeracy.	<p>line with EEFs seven evidence-based standards, including:</p> <ul style="list-style-type: none"> <li>• Using teaching assistants to help pupils develop independent study skills and manage their own learning</li> <li>• Using teaching assistants to deliver high-quality one-to-one and small group support using structured interventions</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants">https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</a></p>	
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:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1 2

	Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF G/Busters	
Academic and Mental Health Programme – Holidays.	<p>98 Students attended over the two-week period - the following data has been taken from 86 students who were in attendance for over 88% of the two weeks.</p> <p><b>Mean improvements in JP students from baseline test to final test:</b>  Maths 32%  English 11%</p> <p><b>Percentage increase in scores for categories following afternoon learning sessions based on JP and non-JP students in attendance:</b>  Mood 40%  Enthusiasm to learn 55%  Concentration 43%  Self-Esteem 63%  Self-Confidence 47%  Communication Skills 43%  Teamwork Skills 32%  English 33%  Maths 40%  Skills Physical Activity 94%</p> <p><a href="#">Evaluation of Haute Vallee Summer School provision 2022 Draft version (1).docx</a>  <a href="#">POST Summer School Information 2022 FV.pdf</a></p>	1 2 3

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

Budgeted cost: £ 50,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>JP Mentoring programme:</p> <p>Yrs. 7 – 11</p>	<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><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></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><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	<p>1</p> <p>2</p>
<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>	<p>Pitched as a Gifted and Talented group of Science and art lovers. Targeted student were invited to participate in lunch time activities to deepen their love for Science and Art.</p> <p>This has developed into a provision in the extra curricular activity lists for all children due to the successes with the targeted children.</p>	<p>1</p> <p>2</p>
<p>Extra-Curricular Co-ordinator:</p> <p>Establish a varied extra-curricular programme which meets the needs of all students.</p>	<p>Jersey Sports employment in school has developed the extra curricular activities throughout school. This working alongside the PE department has increased numbers involved in activity to 55% of the school in Jan 22.</p> <p>Extra curricular co-ordinator monitoring the provision of clubs in school beyond sports – MLL, English, Science, and more have been set up since Sep 22.</p> <p><a href="#">Extra Curricular Register 22_23.xlsx</a></p>	<p>2</p> <p>3</p>
<p>Learning to Play Scheme:</p> <p>Increase number of students who</p>	<p>Children in Year 7 since Sep 22 all access to musical instruments and are having weekly lessons provided by professional musicians.</p>	<p>2</p>



engage in musical activities in and out of school.	<p>JP and Jersey Arts Trust grant have made this provision possible.</p> <p>Performances from the 100 children in Year 7 have been held in the Theatre for the Head, Chair of Governors and invited guests.</p> <p>32 Students currently access this provision in year 8.</p>	
<p>Re-vamp of Rewards Systems:</p> <p>Further development of reward policies</p> <p>Celebrating achievement, using incentives.</p>	<p>Children have a reward system in school that is to be launched in Feb 23. This encourages and rewards the 'every day' child in the school.</p> <p>Celebration events and assemblies are planned to commence from April 23.</p>	<p>1</p> <p>3</p>
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.	<p>2</p> <p>3</p>

**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 2021 to 2022 academic year.

**40 students in Year 11 who were eligible for Jersey Premium at the time of their exams in 2022.**

33/40 (83%) children gained an overall positive progress indicator from their MEGs in Year 9 CATs. **1.0** is the average for all students in all their exam results in 2022.

JP students scored a positive Value Added score in their results in 19/24 (79%) subjects taken. JP students averaged a positive VA of 0.56 across all subjects.

**Below are tables that show the %4+ for the JP students compared to the Non-JP students.**

% 4+	English	Maths	Dual Science
JP	87.5%	82.5%	59.4%
Non- JP	85.4%	78.0%	64.0%

VA scores	English Language	Maths	Dual Science
JP	1.15	0.35	0.00
Non- JP	1.11	0.62	0.17

Areas of success - % of 4+ and Value added from Year 9 CATs

% 4+	IT	Art	Physics
JP	100	100	100
Non- JP	36.4	100	100

VA scores	IT	Art	Physics
JP	1.00	1.71	2.00
Non- JP	-0.45	1.10	1.00

Areas to develop for JP students

% 4+	PE	Geo	CD
JP	46.6	50.0	77.8
Non- JP	26.6	66.6	85.7

VA scores	PE	Geo	CD
JP	-0.67	-0.13	1.20
Non- JP	-0.83	0.56	0.57

## Exam Results 2022

- 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

English Breakdown	Overall
No. of Students	40
Grade 4-9 %	87.50%
Avg Summer 2022 Grade vs MEG	1.15
Avg Summer 2022 Grade vs PFG	-0.21

Grade	Count	%	Cumu
9	0	0%	0%
8	2	5%	5%
7	3	8%	13%
6	8	20%	33%
5	11	28%	60%
4	11	28%	88%
3	4	10%	98%
2	0	0%	98%
1	0	0%	98%
U	0	0%	98%
X	1	3%	100%
All	40	100%	100%

Maths Breakdown	Overall
No. of Students	40
Grade 4-9 %	82.50%
Avg Summer 2022 Grade vs MEG	0.35
Avg Summer 2022 Grade vs PFG	0.85

Grade	Count	%	Cumu
9	1	3%	3%
8	2	5%	8%
7	0	0%	8%
6	5	13%	20%
5	13	33%	53%
4	12	30%	83%
3	2	5%	88%
2	4	10%	98%
1	1	3%	100%
U	0	0%	100%
X	0	0%	100%
All	40	100%	100%

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

	SUM 2019	SUM 2020*	SUM 2021**	Sum 2022
JP	31.58	60.87	54.55	62.50%
Non- JP	24.64	59.46	68.18	72.84%

\*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.

JP students have increased their number by 8% on the previous year

JP Students have narrowed the gap between Non-JP to 8%.

JP children attainment at its highest for the last 4 years and is now higher than that of non-JP in 2020 and 2019.

Target for upcoming year is to increase the % of students achieved 5 or more 4+ grades including English and Maths.

## Reading Ages

- Yr. 7: 45% of JP students' Reading Age increased, with average increase of 17 months, with intervention.
- Yr. 8: 59% of JP students' Reading Age increased, with an average of 14 months, with intervention.
- Yr. 9: 59% of JP students' Reading Age increased, with average increase of 22 months, with intervention.

## JP Super-Mentor programme

- Children are accessing the breakfast club on a daily basis. The numbers of children who are accessing the breakfast who are JP is at an average of 80 meals being provided on a weekly basis.
- Year 7 children are the most frequent visitors to the breakfast club. The week beginning 21<sup>st</sup> November 149 Year 7 children accessed breakfast within the week with 59 being taken by JP children.
- This provision is to continue with the support from the staff and the Co-op.
- 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.
- Scoring has been fine-tuned going forward to provide a more accurate measure of progress going forward into next year.
- Mentors are managing to meet with their students as regular as once a half term in some cases but more often once a term. Students are feeling supported and have a voice that

can be heard beyond the classroom. This is reflected with the champion in the corner that is the JP-Super-mentor .

[HV JP Academic Mentoring form 22-23.xlsx](#)

### **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**

- 37 out of 40 JP Students (93%) attended their first choice of post 16 Provider in September 2022
- 67.5% of JP students (27 students) enrolled on a level 3 course
- 75.0% of JP students (30 students) enrolled on a course at Highlands
- 20.0% of JP students (8 students) enrolled on a course at Hautlieu

[JP destinations](#)

### **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 didn't want Summer School to end! It was the only time I did fun activities in the Summer and went to places that I have never been before. I think Haute Vallee should have a Summer School every year."*

*"I loved going out in the afternoons with my Teachers, it was so nice to spend time with them out of lessons. I actually really enjoyed the learning too which I wasn't expecting. It has helped reduce my anxiety around going to English in September too because I feel like I am a lot better than I was before."*

*"This was my second year attending Summer School and I think it was even better than last year. It was so much fun being with my friends in the holidays and doing fun stuff I wouldn't usually be able to do. In the mornings we did English and Math's and I feel like that has really helped me to catch up to where I want to be after missing so much of School."*

**Teacher Voice:**

*The Haute Vallée Summer School has been an incredible experience for both pupils and staff. It has been a privilege to support pupils in their learning journeys; to develop their knowledge and understanding as well as, build new skills in Maths and English. These lessons have been essential in closing the gap in learning. This has been evidenced in pupils' growing confidence and attitude towards learning and progress in academic results over the past weeks. The additional activities have enabled pupils to build friendships, work together and develop their own personal adventures and self discovery. Pupils have experienced memorable, exciting activities which have inspired new interests and pride in themselves and others. Pupils have taken on new challenges and strengthened positive relationships with one another across year groups. For myself, it has been fulfilling to build positive professional relationships with the pupils, to see the pupils encourage one another as caring community of young people and grow as unique individuals. Thank-you for this memorable experience at the start of my teaching journey."*

*The Haute Vallee Summer School really does capture the spirit of our ever-developing school community. It has been brilliant to see students embracing learning opportunities, building new relationships and growing as rounded individuals we can be proud of."*

**Parent Voice:**

*Parent Voice: "Haute Vallee I cannot thank you enough for providing my son with the most energy exserting, action packed and rich in learning two weeks of his summer! I really value the efforts that went into creating this opportunity for him. Everyday he came home with new stories of exciting adventures and fun filled memories."*

*"My daughter was initially apprehensive about attending Summer School but felt sad when it was over. Not only did she enjoy the learning, but she now feels capable in her Math's ability and has also developed her confidence socially with her peers. We really appreciate this opportunity for her, thank-you!"*