

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	Rouge Bouillon www.rb.sch.je
Number of pupils in school	356 incl Nursery
Proportion (%) of Jersey Premium eligible pupils	51.4%
Academic year/years that our current Jersey Premium strategy plan covers	2022 - 2024
Date this statement was published	Jan 2022
Date on which it will be reviewed	Jan 2024
Statement authorised by	Russell Price Headteacher
Jersey Premium lead	Jess Doyle Deputy Head

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	TBC
Total budget for this academic year	TBC

Part A: Jersey Premium strategy plan

Statement of intent

At Rouge Bouillon our primary aim through Jersey Premium is to ensure that all pupils have a level of vocabulary and understanding which enables them to access a curriculum appropriate for their age group. The Jersey Premium plan fulfils this by providing targeted support through the delivery of a number of different key approaches as identified as the key priorities in the school development plan.

Challenges

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

Challenge number	Detail of challenge
1	In September 2022 71.43% of children at Rouge Bouillon were classed as being multi lingual learners (MLL). For those with very limited English, this may mean that they find it difficult to understand peers, staff and the content of lessons, and even for those who have developed a functional level of English, it may still mean that their vocabulary is limited and so have an impact on their precise understanding of texts and questions. Almost all Nursery pupils start school below or significantly below age related expectations when first assessed. The critical period for learning language is between 0 and 5 years, so language must be prioritised in the Early Years.
2	For some parents, supporting their child in English is challenging, especially if they do not speak or read it. The Reading Record books showed that the numbers of children reading every night with an adult is increasing however the levels are still not as high as we would like them to be. Research shows that regular and frequent reading has a marked positive impact on literacy levels and wider academic progress. Reading levels as assessed within school are low compared with Jersey average, and pupils qualifying for Jersey Premium have lower reading outcomes than those who do not qualify. Low reading levels present as a barrier to wider curriculum access.
3	We have identified a high number of pupils arriving late to school. Over the course of the Autumn term 2022, as a result of the persistent following up and support by the designated Attendance Officer 1.10% of all children were late. Overall attendance for 2022 was 91.21%. Jersey Premium attendance levels were 91.5% for the year.

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
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To develop language in all pupils to enable them to access age related curriculum	Wellcomm Assessment intervention will have a positive impact on the language development for all of the children. Entry and exit data will show increased acquisition of language. Teachers will evidence pupils having increased fluency of language and increased confidence in using language as they reach expected Wellcomm levels for their age. The introduction of oracy development through participation in the Voice 21 programme will support language development throughout the school. Teachers will be trained to plan opportunities for oracy into lessons.
To have greater participation in reading at home, increasing word count and understanding of vocabulary. Pupils will be familiar with day to day vocabulary which will enable access to all curriculum areas.	Pupils are reading regularly at home and changing books regularly. Levels of fluency and comprehension will improve resulting in benchmark levels raising to be in line with those expected for chronological age.
To increase attendance levels so that they are at least in line with Island average.	Attendance levels will improve so that they are at least Island average. The number of pupils arriving late will reduce to levels at Island average. The attendance officer will regularly meet with late pupils and their parents to understand reasons for lateness and support families to ensure prompt attendance.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop language and support for pupils who are identified through WellComm screening by trained LSAs as not having adequate language for their age. The main focus will be in Nursery and Reception, extending into Y1 and 2 if time allows. A secondary focus will be on KS2 pupils who have not received Wellcomm and do not have adequate language for their age.	The progress made by pupils who have received Wellcomm has been significant. The majority of pupils reach the expected vocabulary levels for their age group by the end of the programme. The success of the project has exceeded expectations. Previous year results showed when we rescreened in Nursery after a term and a half of interventions, we found a 16% drop in those screening red, a 12% drop in those screening amber, and a 24% rise in those screening green. WellComm is a cost - efficient way of identifying children early and supporting their language needs	1,2 Primarily EYFS pupils but also pupils new to the school in all year groups
To develop oracy skills for all pupils throughout the	Oracy increases confidence empowering students with the belief that their voice has	1 All pupils

<p>school by weaving them into lessons.</p> <p>The main focus will be to encourage talk tactics and planned for discussion in different groups.</p>	<p>value, developing the ability to articulate thoughts so others will listen. On average pupils who participate in oral language interventions make approximately 5 months additional progress over the course of the year, and pupils from disadvantaged backgrounds 6 months. (Voice 21)</p>	
<p>Additional LSAs to provide focussed sessions through small group support, guided reading, precision teaching and the continuous provision to support phonics and model and develop speaking and listening skills. 2 additional LSAs in Year 1, 2 in Reception and 1 in Year 2.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Significant increase in proportion of children meeting ARE in phonics assessments, benchmarking levels and speaking and listening skills at the end of the academic year in Reception, Year 1 and Year 2.</p>	<p>1, 2</p> <p>Pupils in Key Stage 1</p>

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader</p> <p>Continue to reinforce reading resources within the school particularly in KS2 by continuing to subscribe the Accelerated Reader™ program.</p> <p>All pupils will enjoy reading for pleasure and will use the Accelerated Reader programme regularly.</p> <p>“Reading Mileage” data for whole classes and year groups can be highlighted and celebrated in assemblies, and incentivised, reinforcing the Culture of Reading we are trying to create.</p> <p>Regular termly monitoring will provide data to show uptake and increase in reading levels.</p> <p>Accelerated Reader data, when correlated to Benchmarking data will be able to identify statistical outliers whose “reading mileage” is anomalous, so we can target further support.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF)</p>	<p>1, 2</p> <p>All of Key Stage 2 pupils</p>
<p>Reading Eggs</p> <p>Continue to reinforce reading resources within the school particularly in EYFS and KS1 by continuing to subscribe to</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and</p>	<p>1, 2</p> <p>All Key Stage 1 pupils</p>

<p>Reading Eggs to provide children with a one-on-one learning environment at home, which reinforces and focuses on developing the core literacy skills including Phonemic awareness Phonics Vocabulary Fluency Comprehension</p> <p>All pupils will enjoy reading for pleasure and will use the Reading Eggs programme regularly. Regular termly monitoring will provide data to show uptake and increase in reading levels</p>	<p>involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF)</p>	
<p>Precision Teaching and small group intervention support for English and Maths in UKS2</p> <p>1 LSA to be based in Upper KS2 and another in LKS2 to provide focussed intervention sessions for targeted pupils, using precision teaching and small group support for basic literacy and numeracy skills which have not been acquired to enable these pupils to access more demanding aspects of the curriculum and reach their academic potential.</p> <p>Significant increase in the number of pupils reaching age related expectations at the end of years 5 and 6.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. (EEF)</p> <p>Precision Teaching had a positive effect on the word reading skills of students, with the range of effects varying from small to large in all of the studies identified in the research. (UCL)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p>	<p>1, 2</p> <p>Identified pupils in Upper Key Stage 2</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>REAL project</p> <p>The aim is to engage parents in early reading. Activities will include REAL events and "Rouge Ready" organised to initiate early reading at home and educate parents in how to support their child with reading when starting school.</p>	<p>Key outcomes for children included an increased interest in reading, stories and books; improved language and communication skills; more mark making; and improved concentration, confidence, social skills and behaviour. Parents said their child was much more interested in books, stories and reading, and got more involved and excited about acting out parts of the story. Parents also said that their children were talking, using environmental</p>	<p>1, 2</p> <p>Pupils in Nursery</p>

Increase frequency of parents reading with EYFS pupils at home and supporting their child in school.	print and mark making more. Parent Practitioners commented on parental confidence, saying that they seemed both more knowledgeable and confident in their own ability to support their children's reading. Parents themselves reported similar impacts, stating that they had increased creativity and confidence in developing an activity since being involved in Making it REAL. (NCB)	
To employ an additional Nursery LSA to support early years language acquisition. To develop language support for EYFS pupils and provide targeted interventions. Greater language use by children and expansion of vocabulary accessed resulting in increased numbers of pupils achieving age related expectations when leaving EYFS.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF)	1, 2 Nursery pupils
Breakfast Club Funding for specific pupils to attend the breakfast club particularly those who may have difficulty arriving at school on time arrive earlier and receive breakfast and attend school on time. Also, to ensure pupils who are not accessing a proper breakfast at home have access to one every day.	Breakfast clubs can help pupils concentrate and pay attention in class. According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn. (IRIS)	3 Identified pupils throughout the school
To employ a LSA to deliver targeted speech and language sessions for LKS2 pupils To develop language support for LKS2 pupils and provide targeted interventions for pupils who receive speech and language support from the Speech and Language Therapy department. LKS2 pupils to have a broader vocabulary and to have articulate speech and as a result, increases in the number of pupils achieving age related expectations in reading and writing are achieved.	On average one to one tuition is very effective at improving pupil outcomes. One to one tuition may be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well trained and supported – for example delivering a structured intervention. (EEF)	1, 2 Identified pupils in Key Stage 2 who require speech and language support

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.

The impact of Wellcomm on vocabulary and language acquisition in the early years has been significant. Data evidences 56% of pupils at expected level in Nursery at the end of 2022, 65% of pupils who left Nursery below expected level screened in Reception and an 80% increase in Year 1 who were screened.

Standardised assessments in reading have shown an increase in standardised scores for the majority of year groups and for Jersey Premium pupils.

	Whole school reading average standardised scores	
	All children	Jersey Premium
Summer 2022	98.99	96.96
Spring 2022	97.69	95.54
Summer 2021	96.26	94.05
Spring 2021	97.17	95.31
Summer 2019	95.19	95.43
Summer 2018	93.48	93.4
Summer 2017	94.94	N/A

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

Feedback has been excellent. Nursery and Reception parents in particular have frequently commented on how well their child has progressed. Individual pupils who have been in receipt of speech and language support have also been very positive. Many parents have mentioned the rapid increase in not only reading levels but also the interest their child shows in reading as a result of Accelerated Reader.

Further information

In addition to all the strategies outlined above, the school supports Jersey Premium pupils in other ways which are not included in the funding. Examples include providing uniform and resources for those in need; ensuring school community activities are accessible to all ie Christmas Fair purchases were competitively priced for all to ensure all were able to take something home; support is given to families when they have had a crisis with transportation; we access other sources of funding to ensure all are able to go on school trips; we engage with outside agencies and organisations to bring into school a wide range of cultural and sporting opportunities to provide a rich and diverse curriculum; all pupils have a termly Jersey Library visit to encourage visits out of school; we engage with a local charity to access reading volunteers in school to provide additional support and in years 3 and 4 pupils can meet a dedicated Book Buddy weekly at the Jersey Library to share stories with.