

# 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	349 incl Nursery
Proportion (%) of Jersey Premium eligible pupils	42.4%
Academic year/years that our current Jersey Premium strategy plan covers	2026 - 2029
Date this statement was published	Jan 2026
Date on which it will be reviewed	Jan 2029
Statement authorised by	Russell Price Headteacher
Jersey Premium lead	Jess Doyle Deputy Head

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 264,000
<b>Total budget for this academic year</b>	£ 264,000

# Part A: Jersey Premium strategy plan

## Statement of intent

Rouge Bouillon is a two form entry primary school in the heart of St Helier. 73.9% of pupils are multi lingual learners and the majority of pupils attending start school below the expected age related expectations in language and vocabulary.

Our primary aim is to ensure that all pupils have a level of vocabulary and understanding which enables them to access a broad and full curriculum, supported by enrichment opportunities appropriate to their age group. This is achieved through early intervention where pupils are taught and supported by highly trained staff, and a language rich pedagogy throughout the school.

We adopted a different curriculum delivery tool at the beginning of this academic year which provides regular opportunities for pupils to deepen their understanding based on the best evidence-based approaches and learning experiences with built in oracy activities. Research indicates when using this approach pupils make excellent progress.

A number of pupils at our school have complex needs. These can often present as a barrier which prevents learning. In response to this we have increased our resource provisions to include one for pupils within our Reception classes.

## Challenges

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

Challenge number	Detail of challenge
1	<b>EYFS entry data and vocabulary</b> Almost all Nursery pupils (86%) start school below or significantly below age related expectations when first assessed using the baseline assessments (Reception and WellComm). The critical period for learning language is between 0 and 5 years, so language must be prioritised in the Early Years to ensure our pupils catch up to a level matching their age.
2	<b>Phonics and reading</b> Many pupils enter EYFS without a secure phonic knowledge. This also impacts their reading and writing which presents as a barrier to accessing the wider curriculum. As a result of this we have a large number of regularly assessed phonics groups to allow pupils to progress as quickly as they can whilst receiving specialised support. We also have catch up tutoring in KS2 to support those pupils who have limited English when they start our school in the higher year groups.
3	<b>Attendance</b>

	Attendance is a priority at Rouge Bouillon. Absences must be authorised by Mr Price and any that are classed as unauthorised absence or may potentially be a concern are followed up by our DSL and Attendance Officer. These include absences due to holidays, punctuality, and physical health.
4	<p><b>Wellbeing</b></p> <p>Many pupils require support to navigate through challenges both in and outside of school. We provide additional support to help them and to ensure they have an adult with whom they can talk to and express their true thoughts if they need someone.</p> <p>We also provide support for parents and liaise with other agencies to ensure they receive the best help they can get.</p>

## 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
To improve vocabulary, oral language and reading ability in all pupils to enable them to access age related curriculum	<ul style="list-style-type: none"> <li>• Pupils making good progress through RWI and showing engagement.</li> <li>• Improved WellComm scores in EYFS and KS1.</li> <li>• Half termly phonic assessments show progress and identify pupils with gaps who may need tutoring.</li> <li>• Phonic data results improve annually.</li> <li>• Evidence of oracy teaching is present in all classes.</li> <li>• Speaking in full sentences is modelled by all staff.</li> <li>• Pupils use full sentences when speaking and effectively communicate with families, staff and peers.</li> <li>• KS2 pupils are encouraged to engage in debates.</li> <li>• Assemblies have a structure to them which supports discussion and involves all staff participating.</li> <li>• Fresh Start is available to any pupil in KS2 who does not meet the baseline vocabulary criteria</li> </ul>
To have greater participation in reading at home with all pupils regularly reading for pleasure.	<ul style="list-style-type: none"> <li>• Pupils are reading regularly at home and changing books.</li> <li>• Benchmark levels improving and the majority in line with those expected for chronological age.</li> <li>• Parents are using the phonics support information available on the website and</li> </ul>

	sent home to confidently support their child to read at home.
To increase attendance levels so that they are at least in line with Island average.	<ul style="list-style-type: none"> <li>• Reduced late marks.</li> <li>• Reduced unauthorised absences.</li> <li>• Breakfast Club is well attended.</li> <li>• More pupils qualify for the attendance award.</li> </ul>
To improve wellbeing in school, and particularly for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupils will freely express their feelings and talk about their emotions.</li> <li>• Pupils can learn without worry.</li> <li>• Data from parent and pupils' surveys show an increase in pupils who report to have few wellbeing needs.</li> <li>• There is an uptake in participation by the pupils in enrichment activities.</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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund language support for pupils who are identified through WellComm screening as not having adequate language for their age.	<p>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.</p> <p>WellComm is a cost - efficient way of identifying children early and supporting their language needs</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://everychildourfuture.org/wp-content/uploads/2025/01/ECOF-SALT-pilot-Report_June2023_Final-.docx.pdf">https://everychildourfuture.org/wp-content/uploads/2025/01/ECOF-SALT-pilot-Report_June2023_Final-.docx.pdf</a></p>	<p>1,2</p> <p>Primarily EYFS pupils but also pupils new to the school in all year groups</p>
To fund training for LSAs and teachers to deliver RWI sessions and provide termly support by external RWI consultant.	<p>Comprehensive and effective phonics programmes for all pupils up to Year 4 have a positive impact on enabling pupils to access the whole curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p> <p>All pupils</p>

Fund a skilled and experienced ELSA practitioner trained LSA to deliver nurture sessions, 1:1 and group ELSA sessions for vulnerable pupils.	Pupils will feel safe in school and will show greater focus and participation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?</a>	4
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### Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSAs to provide focussed sessions through RWI tutoring or Fresh Start	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. <a href="https://www.ruthmiskin.com/programmes/phonics/">https://www.ruthmiskin.com/programmes/phonics/</a>	2  Pupils in Key Stage 1 and KS2
Rainbow Room To fund a teacher to lead targeted interventions for EYFS pupils to support their developmental needs.	Pupils settle into school quicker and are happier as they have their sensory needs met.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442000/Independent-Review-of-Inclusive-20Education-and-Early-Years-202021-20English.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442000/Independent-Review-of-Inclusive-20Education-and-Early-Years-202021-20English.pdf</a>	4  Pupils in Reception

### Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rouge Ready Engaging parents in early reading.	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 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	1, 2  Pupils in Nursery

	increased creativity and confidence in developing an activity since being involved in Making it REAL. (NCB)	
Breakfast Club  To give pupils a good start to the 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)  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	3  Identified pupils throughout the school
To fund a skilled LSA to deliver speech and language interventions, for pupils who receive speech and language support from the Speech and Language Therapy department four days a week.	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 who require speech and language support
Establish a Trauma informed practice approach in school.  SLT members will have attended SLT training by Trauma Informed UK and share knowledge with staff.  'TIBS' Trauma Informed team will be established to deliver the approach in school and funding will be available for ongoing CPD.	Pupils will feel more comfortable reflecting on their own feelings and show greater self-regulation. This in turn promotes positive mental health.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	4
Librarian – part time  To organise and stock the library with books which appeal to the pupils and make it an inviting	An inviting and well stocked library which promotes a love of reading.	1,2

space; promote reading;		
Trips and visits  To support the cost of trips and visits for disadvantaged pupils	Enriched learning for all, means that more children will be engaged and able to show what they are capable of.  <a href="https://potentialplusuk.org/index.php/2020/10/19/extension-and-enrichment-in-learning/">https://potentialplusuk.org/index.php/2020/10/19/extension-and-enrichment-in-learning/</a>  .	4
Art Therapy  Individual support for pupils identified with social and emotional difficulties	A member of the SLT has trained as an Art Therapist. Funding has been used to cover them to deliver support to those require the intervention to support their social, emotional and mental health needs. The therapist has successfully supported pupils to reduce stress and anxiety and reduce the support needed in class.  <a href="#"><u>Primary-school-based art therapy: exploratory study of changes in children's social, emotional and mental health</u></a> (McDonald, Holttum & Drey, 2019).  <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC9221561/">https://pmc.ncbi.nlm.nih.gov/articles/PMC9221561/</a>	4  KS2 pupils
Designated safeguarding lead  To be a primary contact for any safeguarding concerns and liaise with external agencies.	The designated safeguarding lead has been employed to ensure child protection concerns are identified early and staff receive appropriate training. They will work with pupils and families so they will feel safe and listened to. Appropriate support will be signposted and attendance will improve.	3,4  All pupils

# 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 2024 to 2025 academic year.

Our review of our Jersey Premium strategy has shown it has had a positive impact on Jersey Premium pupils. Not just by supporting them academically but also by supporting wider needs.

The impact of Wellcomm on vocabulary and language acquisition in the early years has been significant.

Academic year 2024 to 2025 had 82% of all Reception pupils reaching age related expectations. So far this year data evidence is

autumn term 24/25 25/26

Red	49%	34%
Amber	23%	25%
Green	28%	41%

spring term 24/25 25/26

Red	31%	22%
Amber	28%	18%
Green	41%	60%

of pupils at expected level in Reception showing pupils have made good progress. By starting WellComm in Nursery pupils have entered Reception with greater language acquisition and are able to access the curriculum earlier.

Read, Write Inc phonics programme data clearly shows an increase in pupils progressing into the higher comprehension groups with 43

September

Year 3	Comp/ARK	Blue/Grey	RWI group
2024-2025	7%	33%	60%
2025-2026	46%	17%	30%

However, in Reception there is still a gap between the Jersey Premium and non Jersey Premium pupils.

End of year data 2024-2025		
Number of JP children who achieved AR RWI level	19	35%
Number of non JP children who achieved AR RWI level	38	49%

A number of different interventions including Reading Recovery, tutoring are used to bridge these gaps if they are still present in Years 1 and 2.

In 2024/2025 Year 2, 18 pupils were Jersey Premium. End of year assessment data showed

33% were secure in Reading

11% were secure in writing

22% were secure in maths

There is a 15% gap in achievement between Jersey Premium and non Jersey Premium.

In 2024/2025 Year 6, 21 pupils were Jersey Premium. End of year assessment data showed

57% were secure in reading

28% secure in writing

42% were secure in maths

The gap between Jersey Premium and non Jersey Premium was less at 8%.

26 pupils received ELSA support throughout the year. Of these, 57% were for Jersey Premium pupils. Pre and post assessment data shows all of the pupils had improved their wellbeing scores.

Nurture group sessions were also provided for 15 Jersey Premium pupils. These group sessions are targeted at pupils who would benefit from improving their self esteem. Pre and post course data showed all pupils had improved scores.

Art therapy is showing it is having a positive impact on the four pupils who have accessed it. All of which are Jersey Premium.

Pupils with 20% non attendance was lower in Jersey Premium pupils than non Jersey Premium. Of the pupils with 100% attendance 46% were Jersey Premium.

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

Parental feedback has been good. Parents are pleased with the progress their children are making. They feel the school is supportive and there are staff here who can guide them towards relevant support when necessary.

Pupil voice responses show that pupils feel they are making progress and are enjoying school. They particularly like the development of oracy in lessons and assemblies. Pupils feel they are supported by teachers and they are helped to do their best at school.

## 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.

- 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
- engagement 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.

At Rouge Bouillon we also have a 2 to 3 years teacher led provision called Little Phoenix. This is a pilot funded by CYPES to support the children and parents with the transition into Nursery and help them settle quicker.