

Jersey Premium Strategic Planning (secondary)

1. Summary information					
School	Hautlieu School				
Calendar Year	2018	Total KS4 JP budget	£12,253	Date of most recent JP Review	December 2017
Total number of students in KS4	259	Number of pupils eligible for JP	26	Date for next internal review of this strategy	May 2018

2. Current achievement – Summer 2017 Results		
	Pupils eligible for JP	Pupils not eligible for JP
Schools' percentage of pupils achieving five or more GCSEs (or equivalent) including English and mathematics - 5 A* to C.	100%	97%
Schools' percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above	100%	98%
Schools' value added progress score 5 A* to C including English and mathematics	20	9
Schools' value added progress score across eight subjects. i.e. best 8 value added	0.4	0.4

3. Barriers to future attainment (for pupils eligible for JP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students meeting the challenge of applying skills learned in the classroom to examination contexts
B.	Students not having an awareness of and access to extra-curricular opportunities which could broaden their skill set
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Students not having access to revision and study materials to support their examination preparations

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improved curriculum focus on examination style work which requires students to apply knowledge and understanding.</p> <p>Students feel confident approaching their examinations that they know what to expect and how to tackle it.</p> <p>Students have the relevant resources available to them in order for them to be ready to learn.</p>	<p>High student confidence in approaching their final examinations and practice exam style tasks</p> <p>Students to have all of the relevant resources to complete additional independent practice</p>
B.	<p>For all JP students to participate in at least one extra-curricular activity</p> <p>At least 20% of students participating in trips and visits to be JP students</p>	<p>All JP students participating in extra-curricular activities and trips and visits</p>
C.	<p>An organised and effective revision programme for all JP students</p> <p>Access to bespoke 121 revision skills and guidance</p> <p>Access to small group and 121 subject tuition specifically in Maths and English</p>	<p>100% attendance to revision sessions</p> <p>High quality student engagement in the revision process</p> <p>All students to achieve a Grade 5 in English and Maths</p>

5. Planned expenditure					
Calendar year	2018				
The three headings below enable schools to demonstrate how they are using the Jersey Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students are confident approaching their final examinations that they know how to tackle examination style questions	INSET for all staff on approaches to teaching exam technique and using mark schemes to support learning KNB to attend meta-cognition training delivered by Rosendale School	Internal reviews of core subjects suggest that learners face a challenge when moving from the delivery of content to application of this knowledge to exam questions. The EEF toolkit outlines meta-cognition approaches to have consistently high levels of impact, with students making on average eight months of additional progress. 'Scaffolding' for students and then gradually reducing the support allows students to take on the required responsibility for their learning. The EEF also highlight this as low cost as it can be delivered by teachers for teachers in-school.	Monitoring of student progress through assessment grades and the gap between JP and non-JP students Questionnaires completed by students before and after the intervention	KBL	February 2018 April 2018 June 2018
Total budgeted cost					£100
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When will you

	approach	rationale for this choice?	implemented well?		review implementation?
<p>Creating a programme of bespoke revision guidance for JP students through:</p> <p>An organised and effective revision programme for all JP students.</p> <p>Access to bespoke 121 revision skills guidance.</p> <p>Access to small group and 121 subject tuition in Maths and English.</p> <p>Provision of revision resources in chosen subjects.</p>	<p>An organised and effective revision programme for all KS4 JP students.</p> <p>Access to bespoke 121 revision skills guidance.</p> <p>Access to small group and 121 subject tuition in Maths and English.</p> <p>Provision of revision resources in chosen subjects.</p>	<p>According to the EEF, evidence suggests that 121 tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions have the most impact, and need to be explicitly linked to normal lessons. The cost of small group tuition is slightly lower and also effective. According to SAM Learning: School Zone Research Study 5/7: Closing the Gap, schools are addressing 'material deprivation' in order to concentrate on learning. This is producing mixed results but it is clear that the attitude of students is also a crucial factor so through 121 revision skills guidance too, students can be coached to use these materials effectively.</p>	<p>JP Champions will be trained in coaching students and using the Plan Do Review cycle to evaluate the interventions. Records will be kept of student meetings to detail what is discussed, the action taken and record student feedback. JP Champions will organise the purchasing of revision guides in collaboration with subject teachers, and organise the small group and 121 revision sessions. Assistant Headteacher for JP will review the support on offer regularly and ensure all students are equally catered for.</p>	KBL	<p>March 2018 May 2018 August 2018 September 2018 December 2018</p>

<p>For all JP students to participate in at least one extra-curricular activity.</p> <p>At least 20% of students participating in trips and visits to be JP students.</p>	<p>For JP Champions to track the opportunities on offer for students in school and then mentor students in participating.</p> <p>For JP Champions to also research out of school extra-curricular opportunities based on individual student interests and support students in participating.</p>	<p>The EEF suggest that participation on sporting activities are likely to have wider health and social benefits. In addition, wider benefits to learning and well-being have also been consistently reported in relation to Arts participation.</p> <p>The Learning Away Project (2015) also found over six years of study that ‘residential learning experiences provide opportunities, benefits and impacts that cannot be replicated in any other context or setting.’ The benefits included improvement in students’ engagement with learning, improving students’ knowledge, skills and understanding, and improving students resilience, self-confidence and well-being.</p>	<p>JP Champions to be trained in coaching students and developing in-depth knowledge of them as individuals.</p> <p>JP Champions to meet regularly with students, find out their interests and research opportunities for them to participate in, and the encourage them to do so.</p> <p>Assistant Headteacher for JP to review the participation of students in extra-curricular activities and trips and visits.</p>	<p>KBL</p>	<p>February 2018 April 2018 June 2018 October 2018 December 2018</p>
Total budgeted cost					£12,000