

# Jersey Premium Strategic Planning (secondary)

1. Summary information					
School	Hautlieu School				
Calendar Year	2018	Total KS4 JP budget	£11765	Date of most recent JP Review	December 2018
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 2018 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.	<b>60%</b>	<b>90%</b>
Schools' percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above	<b>60%</b>	<b>91</b>
Schools' value added progress score 5 A* to C including English and mathematics	<b>-34</b>	<b>6</b>
Schools' value added progress score across eight subjects. i.e. best 8 value added	<b>-0.4</b>	<b>0.1</b>

3. Barriers to future attainment (for pupils eligible for JP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Students meeting the challenge of applying skills learned in the classroom to examination contexts
<b>B.</b>	Students not having an awareness of and access to extra-curricular opportunities which could broaden their skill set
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	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
<b>A.</b>	<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>B.</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>
<b>C.</b>	<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
<b>Total budgeted cost</b>					£100
ii. Targeted support					
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?

<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>	<p>KBL</p>	<p>March 2018  May 2018  August 2018  September 2018  December 2018</p>
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<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>
<b>Total budgeted cost</b>					£12,000

6. Review of expenditure				
Previous Calendar Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students are confident approaching their final examinations that they know how to tackle examination style questions.	<p>KLB attended meta cognition training by Rosendale school and fed back to staff.</p> <p>All students have been provided with input on how to approach their exams and how to prepare for exams. This has been effected through department and faculty interventions, and through contracting an outside agency, Elevate to deliver bespoke training to both key stages.</p> <p>All students have the opportunity to receive 121 advice and JP students have the additional support of their JP champion.</p>	<p>Elevate conducted a comprehensive survey after they had delivered their sessions: 101/105 students in year 11 said that they would recommend the sessions and 101/105 felt that the time was well spent. JP champion responses confirmed that their students felt supported by departments in their exam preparation.</p> <p>In a recent evaluation session with the Senior Advisor a selection of JP and non-JP students fed back their thoughts on the impact of the support they received in school, with 71% of respondents appreciating the sense of inclusivity engendered throughout the school and the equality of opportunities for all. This was supported the recognition of the high level of support for JP students.</p> <p>On office 365 our survey found that 91% of year 11 found guided support to be very or extremely useful.</p>	<p>Elevate will be returning to Hautlieu in February 2019 to deliver more sessions. They will also be offering a session to parents to prepare them in supporting their child through the revision process.</p> <p>With a change in roles, JP champions will be maintained for KS4 but Mentors and classroom teachers will also have a continued and enhanced role to play in supporting JP students.</p>	£2207

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Creating a programme of bespoke revision guidance for JP students through: 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>Each department or faculty, and each teacher is responsible for making sure that appropriate interventions and revision guidance is put in place for all students. This included 121 revision sessions during study leave in English and Maths for JP students.</p> <p>In addition the role of the JP champions has been to enhance this through the provision of extra resources and support. To this end we have:</p> <p>Supplied all necessary revision guides to JP students.</p> <p>Subscribed to Tassomai for all KS4 JP students.</p> <p>Stationery and support items which included 2 lap tops.</p> <p>The senior leadership team were also employed to support Y11 and LAC students in a JP champion role.</p>	<p>The Assistant head responsible for JP surveyed department and faculty heads on office 365 to monitor. Interventions were wide ranging. The 365 student survey showed that 82% of KS4 students found the support offered as very or extremely useful citing resources as one key area that made a great difference.</p> <p>Tassomai is proving to be very useful and to make an impact although a formal survey has not been completed yet.</p> <p>Again the evidence gathered by the Senior Advisor as well as the feedback from our JP champions, illustrated the enormous impact we were making in enabling our JP students to achieve their potential and access their courses on an equal footing with non-JP students.</p>	<p>It was clear that the revision guidance worked for many students however some JP students chose not to access some of the guidance and support. With only very few Y11 JP students last year and with a number of students not achieving a grade 4 in Maths and/or English Language there was a significant impact on our results This is an area that we need to work on to keep moving forward. We will continue to offer an improved guidance system and will implement a monitoring system that is better integrated with the SIP.</p> <p>The provision of stationery and revision makes all the difference to our JP students and we will continue to supply this throughout 2019.</p>	£8763

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>For all JP students to participate in at least one extra-curricular activity. At least 20% of students participating in trips and visits to be JP students.</p>	<p>Y10 students were supported in attending a day at Creepy Valley. All year KS4 students were given the opportunity to go ice-skating and JP students were funded. All Year 10 students went to France. Extra-curricular music lessons were also provided for a JP student.</p>	<p>We achieved our outcome and provided all JP students with at least one trip or visit. Equally, through the work of mentors and the JP champions, we raised opportunities with JP students and encouraged them to take part in other additional activities. Through our student voice survey we found out that 33% of KS4 students took part in at least one extra-curricular activity.</p>	<p>Where funding is available we will continue to support this initiative in supporting trips and extra-curricular activities, particularly when we can raise the level of cultural capital. We will also encourage, through mentoring, our students to attend activities outside of school.</p>	<p>£450</p>



### **1. Additional detail**

We also used to JP funds to support lunch cards and bus fares; some of our students would not eat during school hours if we were unable to do this and/or would not be able to attend school. We spent £345 on KS4 students and its impact is immeasurable.