

## Jersey Premium Strategic Planning (secondary)

1. Summary information					
School	Hautlieu School				
Calendar Year	2018	Total KS4 JP budget	£16125	Date of most recent JP Review	December 2018
Total number of students in KS4	259	Number of pupils eligible for JP	22	Date for next internal review of this strategy	September 2019

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>	Many students, JP or otherwise, lack self-belief, self-mastery, and have low motivation.
<b>B.</b>	As a result they have lower than expected or targeted attainment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	JP students are less likely to be able to afford to participate in extra-curricular activities. Many of our students, JP or otherwise, have little to no investment in cultural capital outside of school. This becomes a barrier to further enrichment and attainment.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
	Through raising the quality of learning and teaching through a three year programme, of meta-cognitive and self-regulation strategies to:	
<b>A.</b>	<ul style="list-style-type: none"> <li>• Provide quality first teaching for all in all lessons measured through the lesson observations and Hautlieu Learning walks (open classroom policy).</li> <li>• Continue ongoing CPD for whole staff and encourage exploration of individual research questions.</li> <li>• Provide all staff with meta-cognition training with individual departmental staff becoming meta-cognition leads in their curriculum area.</li> </ul>	<ul style="list-style-type: none"> <li>• All lessons to be judged good to outstanding within three years.</li> <li>• Work to the Hautlieu system of using CAT+ aspirational targets with %students achieving 5 standard passes (EM) at: <ul style="list-style-type: none"> <li>• 95% in 2019.</li> <li>• 97% in 2020.</li> <li>• 98% in 2021 (tbc July 2019 once cohort is agreed).</li> </ul> </li> <li>• With 80% of students achieving 5 GCSE's including English and Maths at grade 5 and higher.</li> <li>• All students will participate fully in lessons.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• Raise all students' skill level in self-mastery and efficacy, enabling them to become more self-motivated to achieve to the best of their ability.</li> <li>• Narrow and then eliminate any gap in outcomes between Jersey Premium students and non-Jersey Premium students at GCSE.</li> <li>• All students will be able to articulate where they might have barriers to learning and what strategies they are being show to overcome them and attain their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to the Hautlieu system of using CAT+ aspirational targets with %students achieving 5 standard passes (EM) at: <ul style="list-style-type: none"> <li>• 95% in 2019.</li> <li>• 97% in 2020.</li> <li>• 98% in 2021 (tbc July 2019 once cohort is agreed).</li> </ul> </li> <li>• All students surveyed or interviewed will demonstrate this awareness.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• All staff will know and be able to articulate how they are responsible for the academic attainment of all students, and for closing the attainment gap between JP and non-JP students.</li> <li>• Departments will work on research based best practice in teaching and learning as part of their DDP.</li> <li>• JP students will have supported access to school trips and extra-curricular activities that support their learning.</li> <li>• All students will be exposed to various sources of cultural capital throughout the school building and within their subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• An upward trend of value added performance across 3 years.</li> <li>• DDPs will show evidence of research informing teaching and learning.</li> <li>• All JP students will have been on said trips or activity by the end of the year.</li> </ul>
<p><b>NB</b> Progress towards these targets to be reviewed through in-school assessment points through each school year; to be annually reviewed with GCSE outcomes with full assessment and next steps analysis after 3 years. Further quantitative and qualitative analysis to be achieved through school quality assurance processes.</p>		

5. Planned expenditure					
Calendar year		2019			
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?
Provide quality first teaching for all in all lessons.	Provide all staff with meta-cognition training with individual departmental staff becoming meta-cognition leads in their curriculum area. This will be facilitated by Durrington HS research school.	Research based evidence (Education Endowment Foundation and Research Schools Network) shows that a whole school approach to quality first teaching for all is the most effective way of closing the attainment gap. Hautlieu is committed to all lessons being judged good to outstanding. Based on the evidence from EEF raising the levels of metacognition within students alongside teacher modelling, is a high impact low cost strategy to improving student attainment.	Lesson observations and appraisal. Learning walks (open classroom policy) to include mentor time. Teacher Appraisal – lesson observations. Close data analysis of student attainment. Departmental data analysis using ALPS.	PWS Asst Head JP lead and CJ Deputy Head CPD	Termly
<b>Total budgeted cost</b>					£5000
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>Continue ongoing CPD for whole staff and encourage exploration of individual and departmental research questions.</p> <p>Raise all students' skill level in self-mastery and efficacy, enabling them to become more self-motivated to achieve to the best of their ability.</p> <p>Narrow and then eliminate any gap in outcomes between Jersey Premium students and non-Jersey Premium students at GCSE.</p> <p>All students will be able to articulate where they might have barriers to learning and what strategies they are being show to overcome them and attain their full potential.</p>	<p>Departmental Leads in metacognition will be appointed to coordinate the departmental approach in line with school improvement plan.</p> <p>Hautlieu will continue to work closely with Research Schools Network with teachers being sent to Durrington for CPD and a revisit from Durrington in 2020.</p> <p>Reduce the number of Jersey Premium champions to one member of staff with an understanding that all members of staff are responsible for the progress and attainment of all students.</p>	<p>We are moving away from Jersey Premium champions to a culture where every teacher is responsible for quality teaching for all and for closing the attainment gap. Departments will need to show evidence of how they are working to close the attainment gap; what strategies/interventions they have used and evaluation of their success or not.</p> <p>All students regardless of background should be taught the skills to help them attain their full potential.</p> <p>'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning'. EEF</p>	<p>Departmental Development Plans.</p> <p>Departmental data analysis using ALPS and Go4Schools.</p> <p>Lesson observations and appraisal.</p> <p>Learning walks (open classroom policy) to include mentor time. Close data analysis of student attainment.</p> <p>Student and parent surveys.</p> <p>Continued reviewing of CPD to ensure that it meets needs.</p>	<p>PWS Asst Head JP lead and CJ Deputy Head CPD HODs and HOFs FH as JP champion.</p>	<p>Departmental meetings half termly and termly data analysis.</p> <p>Half termly SLG meetings</p>

<p>All staff will know and be able to articulate how they are responsible for the academic attainment of all students, and for closing the attainment gap between JP and non-JP students.</p> <p>Departments will work on research based best practice in teaching and learning as part of their DDP.</p> <p>JP students will have supported access to school trips and extra-curricular activities that support their learning.</p> <p>All students will be exposed to various sources of cultural capital throughout the school building and within their subject areas.</p>	<p>Whole school CPD and ongoing departmental training.</p> <p>Appointment of Meta-cognition leads.</p> <p>Trips will need to be justified with learning in mind, with opportunities to explore cultural capital and extend learning.</p> <p>As well as extension in lesson, the renaming of rooms and the changing of display focus will increase access to cultural capital. Mentor time activities and assemblies will also be used to raise awareness of a greater depth of cultural capital.</p>	<p>Evidence as to why we are adopting this approach can be found in the summary of recommendations EEF Guidance report:  “Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge, (and) explicitly teach metacognitive strategies, including how to plan, monitor, and evaluate their own learning’.</p> <p>The Sutton Trust states that ‘bright disadvantaged pupils get better a-levels through reading for pleasure, education trips and regular homework, as well as good schools’, and so we want to ensure that all our students have access to a range of cultural capital that they might not always receive outside of school.</p>	<p>Lesson observations, Appraisal, School Evaluation</p> <p>DDP, lesson observations, appraisal.</p> <p>Whole school evaluation/audit of cultural capital and continuing implementation of strategies to improve access.</p>	<p>SLG</p> <p>NF,KBL, CJ, PWS</p> <p>HOD, AHOY, PWS.</p> <p>Whole School</p>	<p>Ongoing</p> <p>Ongoing, half termly meetings.</p> <p>Termly.</p> <p>Termly.</p>
<p><b>Total budgeted cost</b> £16125</p>					