

Jersey Premium Strategic Planning (secondary)

1. Summary information					
School	Hautlieu School				
Calendar Year	2019	Total KS4 JP budget	£16125	Date of most recent JP Review	December 2019
Total number of students in KS4	273	Number of pupils eligible for JP	Y11 into Y12 6 Y10 into Y11 19 Y9 into Y10 14	Date for next internal review of this strategy	March2020

2. Current achievement – Summer 2019 Results		
	Pupils eligible for JP	Pupils not eligible for JP
Schools' percentage of pupils achieving five or more GCSEs - at 5x9-4/A* to C.	83%	96.1%
Schools' percentage of pupils achieving five or more GCSEs including English and mathematics GCSE (or equivalent) – at grade 4 and above	83%	89%
Schools' value added progress score 5x-4 (A* to C) including English and mathematics	-6	3
Schools' value added progress score across eight subjects. i.e. best 8 value added	-0.73	0.12

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.	Many students, JP or otherwise, lack self-belief, self-mastery, and have low motivation.
B.	As a result, they have lower than expected or targeted attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	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
A.	<ul style="list-style-type: none"> • Provide quality first teaching for all in all lessons measured through the lesson observations and Hautlieu Learning walks (open classroom policy). • Continue ongoing CPD for whole staff and encourage exploration of individual research questions. • Provide all staff with meta-cognition training with individual departmental staff becoming meta-cognition leads in their curriculum area. 	<ul style="list-style-type: none"> • All lessons to be judged good to outstanding within three years. • Work to the Hautlieu system of using CAT+ aspirational targets with %students achieving 5 standard passes (EM) at: <ul style="list-style-type: none"> • 95% in 2019. • 97% in 2020. • 98% in 2021 (tbc July 2019 once cohort is agreed). • With 80% of students achieving 5 GCSE's including English and Maths at grade 5 and higher. • All students will participate fully in lessons.
B.	<ul style="list-style-type: none"> • 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. • Narrow and then eliminate any gap in outcomes between Jersey Premium students and non-Jersey Premium students at GCSE. • 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. 	<ul style="list-style-type: none"> • Work to the Hautlieu system of using CAT+ aspirational targets with %students achieving 5 standard passes (EM) at: <ul style="list-style-type: none"> • 95% in 2019. • 97% in 2020. • 98% in 2021 (tbc July 2019 once cohort is agreed). <p>All students surveyed or interviewed will demonstrate this awareness.</p>
C.	<ul style="list-style-type: none"> • 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. • Departments will work on research based best practice in teaching and learning as part of their DDP. • JP students will have supported access to school trips and extra-curricular activities that support their learning. <p>All students will be exposed to various sources of cultural capital throughout the school building and within their subject areas.</p>	<ul style="list-style-type: none"> • An upward trend of value added performance across 3 years. • DDPs will show evidence of research informing teaching and learning. • All JP students will have been on said trips or activity by the end of the year.

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 Teacher Appraisal – lesson observations. Close data analysis of student attainment. Departmental data analysis using ALPS.	PWS Asst Head JP lead and time.CJ Deputy Head CPD	Termly
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?
Continue ongoing CPD for whole staff and encourage exploration of individual and departmental research questions. 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. Narrow and then eliminate any gap in outcomes between Jersey Premium students and non-Jersey Premium students at GCSE. 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.	Departmental Leads in metacognition will be appointed to coordinate the departmental approach in line with school improvement plan. 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. 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.	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. All students regardless of background should be taught the skills to help them attain their full potential. 'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning'. EEF	Departmental Development Plans. Departmental data analysis using ALPS and Go4Schools. Lesson observations and appraisal. Learning walks (open classroom policy) to include mentor time. Close data analysis of student attainment. Student and parent surveys. Continued reviewing of CPD to ensure that it meets needs.	PWS Asst Head JP lead and CJ Deputy Head CPD HODs and HOFs FH as JP champion.	Departmental meetings half termly and termly data analysis. Half termly SLG meetings
Total budgeted cost					£16125

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
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.	<p>Through internal appraisal, all lessons have been adjudged mostly good with elements of outstanding.</p> <p>The impact of a metacognitive approach to teaching and learning has only been measured after one term of a three year programme. Analysis of all students' progress takes place after each termly data drop. Current progress grade against target grade monitored at each of the three data drops per year puts the 14 Y10 JP students at a current average grade of 5.5 against an average target 6.8, and the 19 Y11 JP students at a current average grade 5 against an average target of 6.1.</p> <p>This puts Y10 students at an average 1.3 grades below their target and Y11 students at an average 1.1 grades below their target.</p>	<p>Lesson appraisals and learning walks are being extended to provide a more detailed analysis of the quality of teaching and learning. During the academic year 2018/19 learning walks took place on an ad hoc basis and this has been addressed through a new school evaluation policy.</p> <p>With closer analysis of progress we are able to track student progress more closely and accurately and target interventions for those students not closing the attainment gap. We will continue the policy of quality first teaching for all and the application of metacognitive strategies.</p> <p>The data analysis meant that we could use our JP champion in a much more targeted way including sitting with students in class to offer them further support.</p>	School running costs

ii. Targeted support				
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
<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>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>Initial training took place in June 2019. The autumn term was spent introducing basic content to ALL staff before identifying leads in the Spring term of 2020</p> <p>Staff surveys in the autumn through the use of Office 365 forms, showed us that 36% of staff had a deep understanding of metacognition and self-regulation, and that those staff planned lessons that explicitly modelled their thinking.</p> <p>Students surveys using Forms are also in progress and show that there are still up to 50% of students (surveyed) that have some gaps in their own self-regulation. The surveys conducted with KS4 JP students have given us the data to use our JP champion to direct and support these students in developing their metacognitive skills.</p> <p>The impact of metacognition learning has a positive impact all students.</p>	<p>Any intervention needs to be coordinated and monitored regularly until students show that they are self-regulated learners.</p> <p>The establishment of metacognitive leads with responsibility points will allow us to focus departmental CPD towards specific interventions and track attainment progress more closely and regularly. This was an encouraging start, with only a very small % saying they had little or no understanding. We will survey the staff again in the summer of 2020 to compare results and plan for further CPD.</p> <p>This data is proving very useful and we will continue to monitor and refine our questions, and enlarge our target audience to evaluate the spread of self-regulatory behaviour. This will be monitored by mentors and interventions will take place on a 121 basis.</p>	£2063

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
<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>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. All students will be exposed to various sources of cultural capital throughout the school building and within their subject areas.</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>School INSET days to be used to train staff on metacognition and responsibilities for quality first teaching for all.</p> <p>Through departmental development plans. All DDPs should have strategies in place to provide metacognitive practice throughout teaching and learning.</p> <p>All JP students will be supported where necessary or appropriate in the funding of extra-curricular trips, curricular trips, UCAS applications, and resources to help them attain their target grades and levels.</p>	<p>Reducing the number of JP champions - This was a necessary and successful move with a smaller budget this year. The impact on non-JP students was nil.</p> <p>Clearly the attainment gap has not been closed based upon the raw data of the 2019 GCSE results. However it is worth noting that with only six students each of are worth 16.7% of the school JP results and any single result can skew the overall data disproportionately.</p> <p>We are not in a position yet where all students are able to articulate their barriers to learning, however our three year programme of developing metacognitive practices across all lessons is progress towards this and will be continued.</p> <p>This is part of a three year strategy and consequently methods are constantly evolving. DDPs will be reviewed in the Spring term.</p> <p>All Y10 JP students had at least two trips funded. Y11 JP students had at least one trip funded. One Y11 student has music lessons contributed to. One student has a bus card paid for – they wouldn't be able to get to school if this didn't happen. 6 students have their lunch cards topped up – this means that they can eat during the day and therefore access their learning more effectively. All JP students had access to revision guides, stationary, and loan lap tops if needed. 3 students also had a subsidised trip to Cambridge University.</p>	<p>After careful analysis of student needs, we were able to redirect the JP champion to be more effective in supporting students with specific needs to help them self-regulate their learning. We moved away from a more holistic pastoral approach to a data driven targeted one. Early indications are that this is having a positive effect. See 121 support of students in class and self-analysis of learning behaviours. Moving forward the tracking of these students needs to be formalised.</p>	<p>£20260</p> <p>£3357</p>

1. Additional detail

Our total spend this year went over the budget due to extra hours spent supporting individual students by the JP champion.