

Hautlieu School



Jersey Premium Evaluation 2022

Cohort & Funding	2022
Jersey Premium Budget	£105,050
Total number of pupils	747
Number of pupils eligible for Jersey Premium	Y10 – 19 Y11 – 18 Y12 – 53 Y13 - 43 Total - 133
% of pupils eligible for Jersey Premium	14.9% up to July 17% from September onwards
Publish date	January 2023
Review date	June 2023

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Data

Current Achievement – Summer 2021 Targets against results		
	Pupils eligible for JP	Pupils not eligible for JP
Percentage of Hautlieu Students achieving 5 or more GCSES including English and mathematics at Grade 5+	100% / 64.7%	99.2% / 87.2%
Percentage of Hautlieu Students achieving 5 or more GCSES (or equivalent) including English and mathematics at Grade 4+	100% / 88.2%	100% / 93.9%
Percentage of Hautlieu Students achieving an English and mathematics GCSE at Grade 4+ and above	100% / 82.3%	100% / 97%
Hautlieu's Average Attainment 8 Score	6.7 / 6.4	7 / 6.4
Hautlieu's percentage of students achieving A*-E (at A level) or 45-24 points (on IBDP)	A Level: 98.5% / 100% IB: 100% 100%	A Level: 98.7%/99.36% IB: 100% 100%
Percentage of Year 13 students applying for university	46% (12/26 stdts)	58% (153) 49.6%

Identified challenges for 2022

Challenge number	Detail of challenge
1	Having the resources to study effectively in and out of school.
2	Ready and immediate access to mental health support.
3	Having the confidence, home support, and resources to aspire to university and/or the work place.
4	Being able to afford to get to school, with the right equipment and complete the school day without feeling hungry.
5	Having the skills to study and learn effectively so that all students reach their potential

Intended outcome	Success criteria
To provide an outstanding system of student support by reviewing and developing the current system and structure to ensure that it is fit for purpose and delivers a high-quality service that supports all of our students.	Increase value added performance for high prior attaining students at GCSE, A-Level and IB and eliminate any significant gap between JP, SEND, LAC groups and overall attainment figures. Y13 leavers
The school's open culture actively promotes all aspects of students' welfare. Students are safe and feel safe at all times.	They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
Provide a well -resourced learning environment where all students have the opportunity to work and learn beyond the classroom	Survey and focus group interviews in December 2022 show the overwhelming majority of students describe the LRC as an effective study tool Learning walks / observations of the Learning Resource Centre show an increase in students and teachers using the LRC effectively
Continue providing welfare support for all our students, to enable them to access the full range of activities at Hautlieu.	All students can travel to school and eat at school without impediment. All students are properly equipped to attend interviews in the work place or at university. No student is prevented from accessing school trips, educational resources, or any form of enrichment.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £21707 (meta-cognition champions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Metacognition champions until July 22	EEF research, Metacognition established and developing in Schemes of Learning	5	The metacognition champions ceased operation in July '22 having helped embed metacognitive practices across all faculties.
Metacognition is taught throughout the curriculum	EEF research and School evaluation. See Published JP evaluation for more data re. closing the attainment gap	5	<p>Learning walks and lesson observations tell us that MC teaching and learning is taking place and that most students who were asked can articulate what it means. However we need to action a way of accurately collecting this data.</p> <p>We are yet to see a move away from passive learning among many students and so the need to persevere with this approach is obvious. This was also highlighted in our school evaluation.</p> <p>Exam results and our ALPS status tell us</p>

			that students are making good progress but we know that there is still room for improvement.
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Evaluation

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49500

(10000 (welfare support) 10000 Learning support, 19500 JP Champion)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
JP champion	Student response, greater numbers of students accessing support	1 and 4	The JP champion remained in post on 10 hours per week over the course of the year. Outstanding records kept show that our JP champion had a positive effect on the lives of JP students, identifying all sorts of needs that we weren't aware of, and providing another level of support staff for our JP students to access and talk to. Their role ranged from accessing art materials to helping to facilitate university visits. All JP students had

			access to the JP champion.
Welfare support	Student response 99% approval	1 and 4	
Develop the LRC according the findings of the student survey to enrich all students learning opportunities outside of the classroom	Student Survey, Staff meetings, Developing educational needs of a tech savvy student body. Many students do not have an appropriate place to study at home.	1 and 5	<p>We are still in the planning stage to develop the LRC. Our student survey told us that there are a significant number of students that don't have an appropriate place to study at home, and that KS4 students felt uneasy about using the LRC when there were many KS5 students in it. We are planning to zone the LRC to include a quiet reading space as well as sound proofed areas where students can discuss their work freely.</p> <p>We are still enjoying being able to give out laptops to those students that don't have access to one at home. All JP students that need a laptop have been given one for the duration of their time at Hautlieu.</p> <p>We are still in the planning stage to develop the LRC. Our student survey told us that there are a significant number of students that don't have an appropriate place to study at home, and that KS4 students felt uneasy about using the LRC when there were many KS5 students in it. Action points for the next strategy include planning to zone the LRC to include a quiet reading space as well as sound proofed areas where students can discuss their work freely.</p>

			<p>We have not met the LRC target fully. Whilst student and staff surveys were conducted via forms and the results gave us valuable evidence that there was a need to develop and, in some cases, restructure, the LRC, unfortunately we were unable to secure funding.</p> <p>When we were able to appoint the Mental Health Lead they don't take up their post until 2023. This left an underspend which was earmarked to develop the LRC. Unfortunately, we were unable to spend this money as the States took the unspent funds back at the beginning of November, effectively leading to a 45K underspend.</p>
<p>Learning support from outside agencies</p>	<p>Elevate 99% approval rating from students, parents accessing online webinars and support material, students accessing online support. Tassomai across KS4 core subjects</p>	<p>1 and 5</p>	<p>Elevate provided external training again this year and again received a 99% approval rating. We were also pleased to see that up to 80 parents also accessed the webinars so that they could better support their children.</p> <p>Our exam results show that our students had the self-study skills to do very well in all of the academic courses in the school. Tassomai has been purchased again and the usage data shows that students are certainly using it to revise science with 2084 questions attempted by 100 Y11 students over a randomly selected 7 day period. Maths was much less with 510 questions by 84 students, and English 1092 questions from 82 students. Our strategy with Tassomai will certainly be to encourage a greater usage in maths and</p>

			English. We have used it in science for many years so it hardly surprising that uptake is higher in this subject.
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Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Appointment of an Emotional wellbeing and Mental Health Lead	<p>Redesigning children's and young people's emotional and mental health is an immediate priority for the Government of Jersey gov.je.</p> <p>We have seen an 80% increase in the amount of our students who need immediate emotional and mental health support.</p>	2	The appointment was made but the appointee won't full take up the post until March owing to staff shortages elsewhere. Hautlieu continues to offer support through our current systems and looks forward to welcoming our colleague to their post.
Continued support for students to aspire to university and the workplace.	Last year saw an increase by 10% of JP students applying to university. This is still 10% below non-JP students, but the gap is decreasing. Next year we will be able to measure the three-year trend.	3	Y.13 leavers – this year we saw a modest rise of 3% to 46% of JP students going to university, with another student taking a gap year before applying. This compares favourably with 49.6% of non-JP students

For more information about Jersey Premium, please visit www.gov.je/JerseyPremium