

Jersey Premium: Strategy Statement



Hautlieu School: Jan 2025 – Dec 2027 (3 Year Plan)

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

Statement authorised by	Kate Blackhall
Jersey Premium lead	Lauren Devine
Date this statement was published	January 2025
Date on which it will be reviewed	November 2025

Part A: Review of outcomes in the previous academic year (23-24 cohort)

School overview

Detail	Data
School name	Hautlieu School
Number of pupils in school – September 2023	Year 10 – 150 Year 11 – 129 Year 12 – 274 Year 13 – 270 Total: 823
Number of pupils in school – September 2024	Year 10 – 130 Year 11 – 148 Year 12 – 277 Year 13 – 270 Total: 825
Proportion (%) of Jersey Premium eligible pupils – September 2023	Year 10 – 15 (10.0%) Year 11 – 20 (15.5%) Year 12 – 50 (18.2%) Year 13 – 43 (15.9%) 128 15.6%
Proportion (%) of Jersey Premium eligible pupils – September 2024	Year 10 – 18 (13.8%) Year 11 – 15 (10.1%) Year 12 – 38 (13.7%) Year 13 – 42 (15.5%) 113 13.7%
Academic year/years that our current Jersey Premium strategy plan covers	2024 (1 year)

Funding Overview

Detail	Amount
Jersey Premium funding allocation for 2024	£ 137,000
CLA budget	£7,590
Total budget for this academic year	£144,590

Jersey Premium Strategy Outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2023 – 2024 academic year.

2024 Exam Results (From September 2023 cohort)

Year 11 – 15.5% - 20 students

Year 13 – 15.9% - 43 students

Whole School – 15.6%

The percentage of disadvantaged students in each cohort is greater than 5%, therefore the cohort is deemed to have statistical significance

However, in Year 11, one disadvantaged student accounts for 5% of the disadvantaged statistics and therefore one student can largely impact the results. In Year 13, one disadvantaged student accounts for 2.3% of the disadvantaged cohort and therefore one student has less than half the impact on the results than that of a Year 11 student.

	Overall 2024	Disadvantaged 2024	Non-Disadvantaged 2024
9-4 En and Maths	93%	78%	95%
9-5 En and Maths	71%	56%	74%
5 or more GCSE Grades (9-4)	94%	89%	95%
5 or more GCSE Grades (9-5)	83%	61%	87%
5 or more GCSE Grades (9-4) En and Maths	94%	89%	95%
5 or more GCSE Grades (9-5) En and Maths	69%	50%	73%

	Disadv 2023	Non-Disadv 2023	All other Schools Disadv 2023	All other Schools Non-Disadv 2023	Disadv 2024	Non-Disadv 2024	All other Schools Disadv 2024	All other Schools Non-Disadv 2024
Jersey 8	53.4	62.6	37.9	51.6	54.2	62.5	38.5	54.8
KS5 - APS	30.2	30.3	31.9	36.0	22.7	30.6	23.3	35.6

Post-18 Choices

Destination	2022	2023	2024
University	46	36	24
Jersey Law	0	2	2
Highlands	0	2	0
Employment	23	24	27
Gap Year	12	19	10
Hautlieu	0	0	0
Digital Jersey	0	0	0
Unknown	11	7	37

Our previous strategy aimed to address the following specific challenges:

Challenge number	Detail of challenge
1	Establishing clear lines of accountability for the leadership of Jersey Premium and planned interventions through support from the Jersey Premium Champion.
2	Mental health issues remain a growing barrier to learning amongst students.
3	Widen opportunities across the curriculum for students to participate in events that broaden their school experience both in and out of the classroom to allow them to develop their potential.
4	Students struggling to afford their basic needs such as ways to get to school, the right equipment and resources and sustenance to allow them to focus on learning throughout the day.
5	Students need to receive additional challenge and support within the classroom to ensure active engagement in learning to facilitate the very optimum conditions for rapid progress across the curriculum.

Intended Outcome 1 (Linked to 2024 Challenge 3 and 5):

To provide consistent outstanding teaching and learning across the school offering breadth and opportunity to improve the academic outcomes for all.

2024 Success Criteria:

Walkthrus are introduced as the main focus for teaching in learning (Jan 2024) and embedded across the curriculum over the course of the next three academic years.

There will be an increase in value added performance for high prior attaining students at GCSE, A Level and IB and any significant gap between JP, SEND, CLA groups and overall attainment figures will be reduced.

Evaluation:

Student voice regarding teaching and learning in the classroom was taken in January 2024, at the start of the three-year plan. Data will be collected again in the next academic year.

Comments from various parties can demonstrate the positive impact that Walkthrus has had in creating active learners in the classroom;

- **Year 11 Student:**
“My teachers have really changed the way my lessons run – and it makes me feel more comfortable to ask my questions and learn from my mistakes!”
- **John Tomsett:**
“Reasons to celebrate: there is clear evidence of securing core Walkthrus, developing subject specific Walkthrus, active learning, enthusiasm of colleagues and HoDs and HoFs and lesson visits and effective coaching.”
- **Staff Voice:**
“It is a clear framework that provides useful starting points for us all to talk about teaching and learning in our classrooms. The focus on active learning, on getting students (and staff) engaged in the experience of reflective practice is providing a rich source of information to inform our meetings, planning and implementation.”

As can be seen in the 2024 Exam Results, disadvantaged students achieved below their non-disadvantaged counterparts in all aspects of the KS4 analysis. However, the difference between the disadvantaged student average for Jersey 8 attainment, is 1.1 smaller than it was for the 2023 GCSE results, showing a reduction in the attainment gap here.

The gap between the mean Jersey 8 score for disadvantaged and non-disadvantaged students across the school on the islands is nearly two times (1.96) bigger by comparison to difference between Hautlieu Year 11 students in 2024.

The difference in Average Point Score (APS) between disadvantaged and non-disadvantaged students has decreased from -0.1 to -7.9 for Hautlieu students, which is 0.6 larger than the gap between disadvantaged students and non-disadvantaged students in all other schools.

Intended Outcome 2 (Linked to 2024 Challenge 2 and 3):

Hautlieu’s student support team will continue to work with vulnerable students across both key stages to ensure they are supported with welfare and wellbeing allowing them to reach their academic goals.

2024 Success Criteria:

Students 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. They are aware of who is available in school to offer specific support, through the student support team, including support for attendance.

Evaluation:

The Student Support Team (SST) are an established team of colleagues, they are committed to ensuring that their roles and responsibilities are visible to all students and shared widely and frequently through the following means: through assemblies, posters, notice boards and information cards for students to keep in their lanyards. All staff receive training on MyConcern and read the Safeguarding Policy at the beginning of each academic year, which has been renewed this year to ensure that staff can identify and log concerns. The SST also contribute towards PSHE lessons to cover relevant topics such as sleep, crime hat, inclusion and diversity, as well as covering decider skills. In e-mails to parents and students, links to the SST with updates about events and programmes to support well-being are shared. This information is also available on the school website. The SST work collaboratively with the Academic Heads of Year to review safeguarding and attendance concerns to ensure that appropriate action is taken in a timely manner. The SST help to co-ordinate attendance and health plans and liaise with external agencies to support the safety and well-being of all students. Students form trusting relationships with members of the SST, they know that they will receive the support that they need.

As a further example of students being supported to develop resilience and have opportunities for personal growth, there are 4 out of 21 students on the Student Leadership Team.

Jersey School Review Framework – Independent Review of Hautlieu School (23 – 25 April 2024):

- Safeguarding arrangements are effective. The school has clear procedures at each level. Staff know that safeguarding students is everyone's responsibility. They know how to identify that students may be at risk of harm and understand the school's systems to report concerns promptly. The school's partnership with other agencies that protect children is strong and communication is thorough. School leaders will pursue concerns if they feel that they have not had enough support or guidance from other services. Record-keeping is meticulous and ensures that important information is shared in the right way to protect children.
- Students benefit from open and trusting relationships with adults in the school and are therefore able to share concerns. Staff understand the local culture and outside pressures on students and families. Students therefore feel confident that they will get the help and support they need. Many staff, including the headteacher and senior team, go 'above and beyond' to help students.
- Safeguarding training and updates are regular and frequent. As a result, all staff are well-informed about any changes to the policy and procedures to follow if they are concerned about a pupil.
- Leaders and staff are wholly committed to ensuring online safety within the school community and have appropriate safeguards in place. In addition, site security meets all requirements: health and safety across the whole school is a high priority.

Intended Outcome 3 (Linked to 2024 Challenge 1):

To establish a clear line of accountability for the leadership of Jersey Pupil Premium and planned interventions.

2024 Success Criteria:

Assistant Headteacher overseeing the Jersey Premium strategy and line manage responsibility for the Jersey Premium Champion to allow for effective tracking and data analysis of the academic progress of JP students. The JP champion will meet with all JP students to establish individual needs and requirements throughout the year.

Evaluation:

The Jersey Premium Champion was not an effective resource, and as such, the decision was made to cease the roll of the Jersey Premium Champion (JPC) at the end of the 2023 – 2024 academic year. The person appointed to the JPC role did not meet with all students and this provision was not distributed evenly. In September 2024, an additional Assistant Headteacher was appointed to the Senior Leadership Group with a key focus to support disadvantaged students at Hautlieu. This has allowed for full engagement with the training and resources provided by Andy Willis and Marc Rowland and a collaborative partnership with Highlands has been developed. Work in this role so far has included collaborating with teaching and non-teaching staff (including Mentors, Academic Heads of Year, Student Support Team and the Educational Welfare Officer) to gain their knowledge and expertise of the disadvantaged students. This has created a deeper understanding around the challenges of our disadvantaged students. Over the Autumn Term, data has been analysed to give an overview of the following areas;

- Subject choice of disadvantaged students,
- Attainment of disadvantaged students, summative in 2024 GCSE and A-Level exams,
- Progress and effort of disadvantaged students by comparison to non-disadvantaged students in their cohort assessments,
- Parent engagement with reports,
- Parent attendance to parent evenings, and
- Attendance patterns and trends.

Whilst this has given some useful insight, work still needs to be done to ensure that appropriate action so that the risk factors to achievement in school and accessing opportunities in the wider world can be overcome. Once the data is available, it still needs to be considered what a graduated approach will look like to best support disadvantaged students, with a particular focus on students with multiple risk factors.

Intended Outcome 4 (linked to Challenge 2, 3 and 4):

Welfare support is provided for all our students who require it, to enable them to access the full range of activities available and to thrive at Hautlieu.

2024 Success Criteria:

All students can travel to and from school and eat at school without impediment. All students are properly equipped for their school day and for 6th form students to enable them to attend interviews in the workplace or at university.

No student is prevented from accessing school trips, educational resources, or any form of enrichment.

Evaluation:

Work this year to achieve this outcome has been successful, with over £15,000 spent to ensure that the 55 students who have requested a canteen card are well-nourished and have access to food whilst at school. Students also have access to an Avanchi18 Liberty Bus card, should it be requested. Furthermore, visits to Open Day's at various Universities has also been funded as well. The UCAS application fee for each disadvantaged student is paid for. This year, £11,900 has been put towards school trips.

This has included, but is not limited to, the A-Level Physics trip to Manchester, Croatia trip with the IB Learners, Year 11 Extended Learning trip to London and the KS4 Music trip to London. On island activities have also proved beneficial to encourage cohesion between peers at the start of Year 10, helping to foster the inclusive and welcoming environment we aspire to create. Mentors, teachers and subject leads know the disadvantaged students in their classroom and have taken up the opportunity to ensure that they have access to resources, managing the logistics of this in a sensitive manner to ensure that students feel comfortable and supported with £5,500 put towards stationery and resources for learning.

NOTE: This year the percentage of Jersey Premium students continuing on to university decreased by 16%. Although this is lower than earlier years, it is comparable with the cohort continuing on to university (25%). The data shows that the biggest gap between disadvantaged students and non-disadvantaged students since 2022 is 6%.

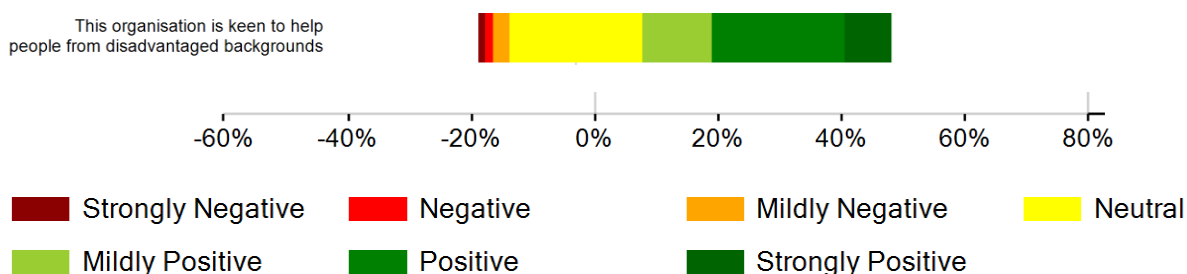
What other feedback have you had on your plan or activities?

Jersey School Review Framework – Independent Review of Hautlieu School (23 – 25 April 2024)

“Students eligible for Jersey Premium Funding are supported discretely to make strong progress alongside their peers.

2024 BeHeard Survey Results – Hautlieu School

This organisation is keen to help people from disadvantaged backgrounds



Challenges 2025:

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Inclusion should be part of a culture that is considered by all staff, teaching and non-teaching, in school. All staff should be aware of the challenges that impact both academic progress and well-being of students from low-income families. The Jersey Premium lead needs to ensure that all staff are aware of their role and responsibility. It is important to establish clear lines of accountability and positions for staff to identify concerns, analyse data and support with the implementation of appropriate action for disadvantaged students.
2	Data from internal assessments and external examination identify the gap in attainment between disadvantaged and non-disadvantaged students.
3	Mental health, poor well-being and low-self-esteem and lack of resilience remain a concern for students. Disadvantaged students are less likely to engage with extra-curricular activities There are no disadvantaged students on the Student Council of the 21 students who regularly attend. Analysis of the Autumn Term 2024 assessments for each year group, demonstrates that disadvantaged students show less ' <i>effort in class</i> ', interestingly, teachers report that their ' <i>effort out of class</i> ' is higher than non-disadvantaged students. All students, regardless of socio-economic status need to be challenged and supported in the classroom to be actively engage in learning activities.
4	Students and parents are not always aware of their eligibility to be supported through Jersey Premium funding. In the Autumn Term 2024, a lower percentage of parents of disadvantaged students viewed their son / daughter's assessment online. The attendance statistics for the 2023 – 2024 academic year show that disadvantaged students had lower attendance than their non-disadvantaged counterparts in each year group.
5	Students struggle to afford their basic needs such as ways to get to school, the correct equipment, resources and sufficient sustenance to allow them to focus on learning throughout the day.

Part B: Jersey Premium Strategy Plan

Statement of intent

At Hautlieu School, we are committed to ensuring that all students, regardless of socio-economic background, have the opportunity to thrive academically and socially. It is our privilege, as staff of Hautlieu school, to be able to make a difference to the lives of disadvantaged students. We recognise that disadvantaged students are more likely to experience risk factors that can impact both their attainment in education and overall well-being. Our pupil premium strategy adopts the tiered approach recommended by the Education Endowment Foundation to address these challenges in a holistic and evidence-informed way, to remove obstacles and strengthen pathways for success.

The overarching objective of our strategy is to reduce the disadvantage that financial inequality brings. We aim to provide every student with the opportunities and support needed to excel academically, develop personally, and make a meaningful contribution to their community. Our strategy is rooted in the belief that every student has the capabilities to build a better world.

We will also challenge ourselves to evolve and adapt in response to the needs of our students, as the strategy holds students and their families at the centre of the ethos. At Hautlieu, we view the success and well-being of disadvantaged students not as a separate or secondary concern, but as an integral part of our commitment to high standards and inclusion; '*Summa Petamus*', "*Aim for the highest*".

Number of pupils in school – January 2025	Year 10 – 127 Year 11 – 148 Year 12 – 270 Year 13 – 269 Total: 814
Proportion (%) of Jersey Premium eligible pupils – January 2025	Year 10 – 17 (13.4%) Year 11 – 15 (10.1%) Year 12 – 34 (12.5%) Year 13 – 42 (15.6%) 108 13.3%

Funding Overview 2025

Detail	Amount
Jersey Premium funding allocation for 2024	£ 133,000
CLA budget	£5,640
Total budget for this academic year	£138,640

Intended Outcomes

Over the course of the three-year strategy, Hautlieu school aim to achieve the following outcomes **by the end of the strategy plan**. Measures for judgement of success are included below.

Intended outcome	Success criteria
<p>To develop appropriate structures and roles, so that sufficient support and time can be allocated to achieving the aims of the strategy</p> <p><i>Challenge 1</i></p>	<p>Staff update following implementation of new Strategy, so that all are aware of their role and responsibility to support disadvantaged students, as well as the inclusive culture of our school.</p> <p>To consider positions of responsibility to work with the Jersey Premium Lead to ensure that the outcomes of the three-year strategy can be delivered.</p>
<p>Through quality first teaching, our students are active, engaged learners who make academic progress that is representative of their ability</p> <p><i>Challenge 2</i></p>	<p>Continued staff training and development of the Walkthrus approach.</p> <p>All staff are competent in the core Walkthrus and Department specific choices so that all learners are active and engaged participants.</p> <p>The attainment gap between disadvantaged and non-disadvantaged students will be further reduced This will be monitored at the following each exam session for Year 11 and Year 13 at the end of Year 1, Year 2 and Year 3 of the strategy to reflect on the implementation of the strategy and to continue to evaluate the processes in place. Additional points of monitoring will include post assessment and report data entries for all year groups.</p> <p>Members of staff, relevant to their role, will regularly review and analyse data for disadvantaged students to provide appropriate and targeted academic support (this may include effective implementation of teaching assistants) – this analysis should be through regular monitoring and following external examinations.</p> <p>Jersey Premium Lead will have a data-informed approach about the progress of disadvantaged students in the school, to ensure that this is brought to the awareness of SLG and subsequently HoFs and / or AHOYS, and demographic leads.</p> <p>Students with multiple risk factors (they are also SEND, CLA, CPLA or MLL) are monitored and supported as appropriate by working alongside colleagues with responsibilities for these areas.</p>
<p>Our students fully engage with the curriculum and enrichment opportunities on offer to them across the school to experience personal growth and challenges to develop resilience and emotional well-being</p> <p><i>Challenge 3</i></p>	<p>Parity between disadvantaged and non-disadvantaged students continuing with FE options – this will be measured by the percentage of disadvantaged students submitting UCAS applications and going on to other FE opportunities, with the aim over three years for this to be equal to the percentage of non-disadvantaged students up taking the same opportunities.</p> <p>Collaborative working with the SST to support individuals facing well-being challenges, and / or, with barriers to attendance.</p> <p>To provide more opportunities in school for disadvantaged students to engage with and encounter challenging experiences that will enhance personal growth and resilience.</p> <p>Reduced gap in attendance statistics between disadvantaged and non-disadvantaged students with the aim for all students to meet the school attendance target.</p> <p>Reduce the gap with regards to 'effort in class'.</p>
<p>Parents and carers have greater awareness of our Jersey Premium Strategy and how the school can support to remove the barriers to students and parental engagement</p> <p><i>Challenge 4</i></p>	<p>Communication with parents about the Strategy and information about the resources and opportunities that the Jersey Premium funding can support – this will include a letter at the beginning of each academic year and following the publication of the strategy is published on the website at the beginning of each calendar year.</p> <p>Parents of disadvantaged students have the opportunity to engage with assessments, reports and parent's evenings at a similar level to non-disadvantaged students.</p> <p>Sharing relevant information with parents, sensitively, to improve understanding about the barriers that can present for disadvantaged students.</p> <p>Greater visibility of JP Lead to both students and parents through communication as outlined above and direct contact with individual families as appropriate.</p>

All students have access to resources and sustenance to attend school well-prepared for their learning

Challenge 5

All students have resources for learning.

All students have access to food.

All students are able to explore FE options.

All Students have access to trips and other extra-curricular opportunities.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistant Head Teacher – focus on disadvantaged students</i>	To deliver, monitor and sustain an effective strategy, the EFE 'Five Point Plan' is an effective tool. Step 1 of which, is to diagnose the needs of your disadvantaged students. Whilst this can be done for cohorts and within subjects, strategies that positively impact disadvantaged students have long-term objectives which form part of a wider school development plan are most effective. This requires a whole school approach and a member of staff to lead this, in addition to policy writing and whole staff training.	Challenge 1 Challenge 4
<i>Walkthrus – with Oracy focus</i>	Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving their teaching and learning is particularly important to disadvantaged students. This will include professional development for all learners through the Walkthrus training and coaching programme. In 2025, this will work alongside the development of oracy across the whole school	Challenge 2 Challenge 3

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

Budgeted cost: £ 6,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific resources, such as textbooks, revision guides and workbooks, as well as subscriptions for online learning and tuition.	All students have the appropriate resources for learning – disadvantage should not be a barrier to accessing the necessary equipment and means to learn.	Challenge 5
Explore targeted intervention for GCSE and A-Level cohorts to develop resilience in the build up to their exams.	Identify students through review of data who would benefit from some intervention to support them in the preparation for their external assessments.	Challenge 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with resources and welfare to include, but is not exclusive to, canteen cards, uniform, PE Kit, UCAS application payments, bus pass and resources for learning.	<p>“Equity-based education is based on four core principles. The first principle is that children who face extra barriers to learning outside of school deserve more of our attention in the classroom. Equity is about providing additional support to pupils who need it most to prosper at school, while at the same time genuinely believing that all students can flourish in the classroom... Schools are often the only trusted institutions left in their communities, so they are ideally placed to provide targeted support for children to ensure that they are ready to learn when they first arrive at school.” (Elliot Major and Briant, 2023, p. 9)</p> <p>By providing the resources as described in the activity, we can ensure that all students are ready to learn by having a means to arrive on time, have adequate access to nutrition and the resources for the classroom.</p>	Challenge 5
Trips for students – both on and off-island, including University trips for Year 12 / Year 13 students where appropriate.	Through the provision of these opportunities, students will develop their social and emotional skills which are linked to positive outcomes later in life.	Challenge 3

Total budgeted cost: £ 138,640

Sources to support evidence:

Department for Education (February 2024) ‘Using pupil premium: guidance for school leaders’. Available at:

https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf

Education Endowment Foundation (September 2024) ‘The EEG Guide to the Pupil Premium’. Available at:

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

Education Endowment Foundation (September, 2024) ‘Evidence brief: Using research evidence to support your spending decisions’. Available at:

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314

Jersey Premium Lead training with Marc Rowland (October 2024) ‘Addressing Disadvantage: From Strategy to Experience’

Major Elliot, L. and Briant, E (2023). *A practical guide for teachers: Equity in Education – Levelling the playing field of learning*. Oxfordshire: Hodder Education.