



Jersey Premium: Strategy Statement

Hautlieu School: Jan 2026 – Dec 2029 (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, the impact of last year's spending in relation to our intended outcomes and how we intend to spend the funding for this academic year.

Statement authorised by	Kate Blackhall
Jersey Premium Lead	Lauren Devine
Date this statement was published	February 2026
Date on which it will be reviewed	December 2026

Part A: Review of outcomes in the previous academic year (24-25 cohort)

School overview

	September 2024	December 2025
Number of pupils in school, and proportion of eligibility –	Year 10 – 130, 18 (13.8%) Year 11 – 148, 15 (10.1%) Year 12 – 277, 38 (13.7%) Year 13 – 270, 42 (15.5%) Total – 825, 113 (13.7%)	Year 10 – 128, 14 (10.9%) Year 11 – 127, 17 (13.4%) Year 12 – 251, 34 (13.5%) Year 13 – 245, 23 (9.4%) Total – 751, 88 (11.7%)
Academic year/years that our current Jersey Premium strategy plan covers	2025-2028 (3-year plan) Reviewed 2026-2029 (3-year plan)	

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 over the 2024 – 2025 academic year.

2025 Exam Results (From September 2024 cohort)

Year 11 – 10.1% (15 students) – 1 student 6.67% of cohort

Year 13 – 15.5% (42 students) – 1 student 2.4% of cohort

Whole School – 13.7%

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

However, in Year 11, one disadvantaged student accounts for 6.67% of the disadvantaged statistics and therefore one student can largely impact the outcomes. In Year 13, one disadvantaged student accounts for 2.38% of the disadvantaged cohort and therefore one student has less than half the impact on the outcomes than that of a Year 11 student.

GCSE Results

Prior Attainment (Mean SAS)

- 2023–24: Disadvantaged: 110.05 | Non-disadvantaged: 110.69 | Gap: -0.64
- 2024–25: Disadvantaged: 112.77 | Non-disadvantaged: 114.04 | Gap: -1.27

Alps Score

- 2023–24: Disadvantaged: 7 (0.81) | Non-disadvantaged: 4 (0.97) | Gap: -0.16
- 2024–25: Disadvantaged: 5 (0.94) | Non-disadvantaged: 4 (0.95) | Gap: -0.01

Attainment gap nearly eliminated; disadvantaged students overall performance significantly improved.

Target Grade Performance (2024–25)

- On or above target:
 - Disadvantaged: 44.6% | Non-disadvantaged: 40.4% | Gap: +4.2%

Disadvantaged learners outperformed overall cohort in achieving target grades, especially among High Prior Attainers (HPA).

GCSE Outcomes

Metric	Disadv. 2023–24	Disadv. 2024–25	Non-Disadv. 2023–24	Non-Disadv. 2024–25
9–4 Eng & Maths	78%	88%	95%	92%
9–5 Eng & Maths	56%	69%	74%	74%
5+ GCSEs (9–4)	89%	94%	95%	96%
5+ GCSEs (9–5)	61%	75%	87%	83%

Attainment gap narrowed across all measures; disadvantaged students showed strong improvements by comparison to non-disadvantaged students.

Grade Distribution

- 2024–25 disadvantaged cohort achieved more grades at 5 and 6, no grades at 1 or 2, fewer at 3 and 4. There was a slight reduction in grades 7 and 8; no grade 9's were achieved.

Overall Conclusion

- Disadvantaged students still trail non-disadvantaged peers in absolute terms, but the gap has closed substantially across all key indicators.
- Alps score attainment gap nearly eliminated, and disadvantaged students demonstrated significant improvement in English and Maths outcomes.

A level Results

Prior Attainment (Average GCSE Point Score)

- 2023–24: Disadvantaged 5.45 | Non-disadvantaged 6.11 | Gap: -0.66
- 2024–25: Disadvantaged 5.32 | Non-disadvantaged 5.80 | Gap: -0.48

Alps Score

- 2023–24: Disadvantaged 7 (0.87) | Non-disadvantaged 5 (0.94) | Gap: -0.07
- 2024–25: Disadvantaged 3 (0.98) | Non-disadvantaged 5 (0.93) | Gap: +0.05

Disadvantaged students outperformed non-disadvantaged by +0.05 Alps score and improved by 4 Alps bands compared to last year.

Target Grade Performance (2024–25)

- On or above target:
 - 2023–24: Disadvantaged 44.3% | Non-disadvantaged 54.9% | Gap: - 10.6%
 - 2024–25: Disadvantaged 65.1% | Non-disadvantaged 59.0% | Gap: + 6.1%

Disadvantaged students achieved +6.1% more on-target results than non-disadvantaged in 2024–25 and improved by +20.8% year-on-year.

A level Outcomes

	Overall 2024	Overall 2025	Disad. 2024	Disad. 2025	Non-Disad. 2024	Non-Disad. 2025
A* - A	17.80%	12.00%	6.50%	14.20%	19.70%	17.50%
A* - B	42.00%	39.70%	25.60%	35.00%	44.80%	40.50%
A* - C	66.20%	67.00%	49.70%	64.50%	69.10%	67.40%
A* - D	82.80%	86.50%	69.80%	88.80%	85.10%	88.20%
A* - E	92.40%	95.50%	86.90%	94.90%	93.30%	95.60%
3+ A* - A	5.30%	6.00%	0.00%	0.00%	6.30%	7.10%
3+ A* - B	13.20%	16.30%	2.40%	10.00%	15.20%	17.50%
3+ A* - C	29.10%	34.90%	9.80%	25.00%	32.60%	36.80%
3+ A* - D	41.90%	52.00%	26.80%	50.00%	44.60%	52.40%
3+ A* - E	52.50%	61.10%	41.50%	52.50%	54.50%	62.70%

Attainment gap narrowed across all measures; disadvantaged students showed strong improvement by comparison to non-disadvantaged students.

Grade Distribution

- 2024–25 disadvantaged cohort achieved **higher proportions of C, B, A, and A*** grades compared to 2023–24.
- Marginal increase in U grades, but **15% fewer E grades**.
- Higher percentage of disadvantaged students achieved C, B, and A* grades compared to non-disadvantaged cohorts proportionally.

Overall Conclusion

- Alps score improvement is substantial (from 7 to 3), and disadvantaged students now outperform non-disadvantaged in Alps value-added measure.
- Target grade achievement and grade distribution show clear upward trends for disadvantaged learners.

For greater insight into the comparison between 2023-24 and 2024-25 results of disadvantaged and non-disadvantaged learners, please see Appendix 1 (Comparison: 2023-24 and 2024-25 results of disadvantaged and non-disadvantaged learners) and Appendix 2 (Secondary School Data Report 2024-2025 – Hautlieu).

Post-18 Choices

Destination (%)	2023	Disad.	2024	Disad.	2025	Disad.
University	39	41	38	28	36	33
Jersey Law	2	2	3	3	1	5
Highlands	2	2	0.7	0	1	0
Employment	20	15	34	54	35	37
Gap Year	20	18	19	9	21	18
Hautlieu	1	4	1	0	1	0
UCJ	0	0	0	0	2	5
Unknown	16	18	4.3	9	4	2

The post-18 destination choices for 2024-25 are comparable for disadvantaged students and non-disadvantaged students, with 5% more disadvantaged students proceeding to study at university than in 2023-24.

Our previous strategy aimed to address the following specific challenges:

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 examinations 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 'effort in class', interestingly, teachers report that their 'effort out of class' 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 engaged 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.

Intended Outcomes (2024-2025)

Intended outcome	Success criteria	Evaluation
<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>Challenge 1</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>Strategy shared with staff, INSET training on 11th September for all staff covering:</p> <ul style="list-style-type: none"> • Whole school approach • DfE and CYPES • Communications around eligibility • Language around eligibility • Our Statistics • What we can do, and what makes the biggest impact <p>Appendix 3: Jersey Premium - Staff Guide (handout to training)</p> <p>Policy for 2026, prepared for staff consultation.</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>Additional positions of responsibility not currently being considered.</p>
<p>Through quality first teaching, our students are active, engaged learners who make academic progress that is representative of their ability.</p> <p>Challenge 2</p>	<p>Continued staff training and development of the WALKTHRUs approach.</p>	<p>Ongoing, January 2026 will be the start of the third year of our cycle, INSET January 2026 with JCC (Assistant Headteacher – Teaching and Learning) following training from Marc Rowland.</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>Ongoing work, refocus on Core Cluster and started ‘paired/triad’ coaching as the next phase of the initiative</p>
	<p>Students with multiple risk factors (they are also SEND, CLA, p-CLA or MLL) are monitored and supported as appropriate by working alongside colleagues with responsibilities for these areas.</p>	<p>The process of working as an inclusive team is developing, with emerging systems for central tracking and monitoring data, and improved communication on the updates of ongoing work with students.</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>Achieved for the 2024-25 GCSE and A Level outcomes see the summary above and Appendix 1: Comparison: 2023-24 and 2024-25 results of disadvantaged and non-disadvantaged learners</p> <p>Appendix 2: Secondary School Data Report 2024-2025 – Hautlieu</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>For the 2025-26 academic year there is a structure and proforma in place, to ensure that the relevant colleagues review their data for each cohort following reporting points to track and monitor the progress of their students, including significant groups of pupils. This is monitored in HOF line management meetings and subsequently in SLG line management meetings.</p> <p>MITA training for all staff from the SENCO re: deployment, collaboration and use of learning support assistants in the classroom.</p> <p>All staff have received support about how to identify disadvantaged students using the different systems in use.</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>Jersey Premium Lead monitors the progress of disadvantaged students in each cohort following reporting points, looking at the overall patterns and trends, as well as identifying individuals who may require additional support and praise.</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>Challenge 3</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>The post-18 destination choices for 2024-25 are comparable for disadvantaged students and non-disadvantaged students, with 5% more disadvantaged students proceeding to study at university that in 2023-24.</p>
	<p>Collaborative working with the Student Support Team to support individuals facing well-being challenges, and/or, with barriers to attendance.</p>	<p>Bi-weekly meetings with KS4 Educational Welfare Office and Student Support Team Lead to discuss attendance and well-being of KS4 non-disadvantaged students.</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>In-school training delivered to staff, an emphasis on encouraging and personally inviting students to attend extra-curricular activities.</p> <p>Trips for students are either fully/partially funded depending on the cost of the trip and the number of trips that a student wants to attend over the year.</p>

		<p>Initial support for STEM on Track – including disadvantaged participants – is an outstanding initiative encouraging resilience, collaboration and independence.</p> <p>Appendix 4: STEM on Track Summary</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>	<table border="1" data-bbox="1668 226 2160 508"> <thead> <tr> <th></th> <th>JP</th> <th>Non-JP</th> </tr> </thead> <tbody> <tr> <td>Year 10</td> <td>86.5</td> <td>93.8</td> </tr> <tr> <td>Year 11 NOTE – this includes study leave absence</td> <td>71.2</td> <td>75.21</td> </tr> <tr> <td>Year 12</td> <td>82.3</td> <td>86.2</td> </tr> <tr> <td>Year 13 NOTE – this includes study leave absence</td> <td>52.8</td> <td>57.3</td> </tr> </tbody> </table> <p>Review of attendance policy and collaboration with KS4 Educational Welfare Officer to implement higher thresholds for disadvantaged students for earlier and more effective intervention to support attendance and any impact on loss to learning and engagement with the wider aspects of school:</p> <p>96 - 93%: Mentor</p> <p>BELOW 93%: AHOY</p> <p>BELOW 90.0%: EWO & Jersey Premium Lead</p>		JP	Non-JP	Year 10	86.5	93.8	Year 11 NOTE – this includes study leave absence	71.2	75.21	Year 12	82.3	86.2	Year 13 NOTE – this includes study leave absence	52.8	57.3
	JP	Non-JP															
Year 10	86.5	93.8															
Year 11 NOTE – this includes study leave absence	71.2	75.21															
Year 12	82.3	86.2															
Year 13 NOTE – this includes study leave absence	52.8	57.3															
	<p>Reduce the gap with regards to <i>'effort in class'</i>.</p>	<p>Year 10 Spring (-1.3) to Summer (0.01): Difference +1.31</p> <p>Year 11 Autumn (-0.182) to Summer (0.002): Difference + 0.184</p> <p>Year 12 Autumn to Summer (-0.45): NA – Main focus of Autumn Analysis – E and U Grades</p> <p>Year 13 Autumn (-0.008) to Summer: NA – Main focus of Summer Analysis – E and U Grades</p> <p>For the 2025-26 academic year, different <i>'attributes for success'</i> are to be used for reporting – and the process of AHOY analysis to establish consistency across the year, between cohorts and appropriateness for the stage of study is developing.</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>Challenge 4</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 being published on the website at the beginning of each calendar year.</p> <p>Parents of disadvantaged students can 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>Early letter to parents in September to introduce role as Jersey Premium Lead and work that we do to support disadvantaged students.</p> <p>Letter to parents in January/February, following update to strategy and register from CYPES.</p> <p>Tracking throughout the 2024-25 year highlighted that a larger portion of parent/carers of disadvantaged students were not viewing reports through Go4Schools.</p> <p>1-2-1 mentoring with students where reports indicate that there are areas for development to ensure that they have viewed reports.</p> <p>2025-26, for reports not viewed on Go4Schools for parent/carers of disadvantaged students, reports sent home by post.</p> <p>Autumn Term 2025 <i>'Enhancing Successful Outcomes'</i> evening – whole school focus, but specific invite to Jersey Premium parents – of the 130 parents that responded to say that they were interested in attending, 8 parent/carers of disadvantaged students responded to express an interest in coming to the event.</p> <p>Parent/carers of disadvantaged students informed that a breakout session would take place, but attendance non-essential – understanding of confidentiality and sensitivity of the circumstances.</p> <p>Details of the event and slide presentation can be found here: https://www.hautlieu.co.uk/enhancing-successful-outcomes-event/</p> <p>Autumn Term 2025 sharing of the Jersey Christmas Appeal with parents and supported parent/carers with their application.</p>															

	Greater visibility of JP Lead to both students and parents through communication as outlined above and direct contact with individual families as appropriate.	Parent/carer survey – 100% response rate, awareness of Jersey Premium Lead. Student survey – 77% of students were aware of the Jersey Premium Lead, of the 33% of students who said ‘No’, there has been extensive support and communication with the families, 1-2-1 conversations in school and provision of resources.
All students have access to resources and sustenance to attend school well-prepared for their learning Challenge 5	All students have resources for learning.	Parent/carer survey – 100% Student survey – 92%
	All students have access to food.	Parent/carer survey – 83% Student survey – 80% This academic year, families have been supported with co-op vouchers at critical times of need, as well as Pantry vouchers for the Salvation Army. In addition to this, families were invited to complete an application for the Jersey Christmas Appeal, those families who expressed an interest in this were supported to complete the application – including late submissions.
	All students are able to explore FE options.	Parent/carer survey – 100% (agree and strongly agree) Student survey – 80% (agree and strongly agree)
	All Students have access to trips and other extra-curricular opportunities.	Parent/carer survey – 77% (yes) and 15% (somewhat) Student survey – 46% (yes) and 38% (somewhat)

A letter was sent to students and parents (letter varied slightly for each audience and parent letter was translated to Polish, Portuguese and Romanian) to request for participants to complete a survey to help evaluate the current strategy and adapt and shape the three-year strategy to ensure that all eligible students and their families have the opportunity to share their voice in relation to the school approach to support disadvantaged students.

See Appendix 5: Parent and Student Survey Responses

With one year analysis, it is difficult to ascertain the impact of the mentoring and demographic tracking on the improvement of the academic progress of the Jersey Premium students at GCSE and A level. However, there will be consistent tracking and monitoring of disadvantaged students vs. non-disadvantaged students with the change to reporting and approach to AHOY and Departmental analysis of reporting data over the course of the academic year.

Part B: Jersey Premium Strategy Plan – 3 Years

(26-28 cohort)

Challenges 2026:

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

Challenge number	Detail of challenge
1	Achieve consistency amongst all staff with regards to knowledge, understanding, and confidence to identify and respond to the academic and personal development barriers faced by disadvantaged students.
2	Assessment and tracking systems (ALPS and Go4Schools) are not yet used consistently, frequently, or accurately enough to identify underachievement early and target disadvantaged students effectively for timely intervention.
3	A proportion of disadvantaged students at KS4 experience persistent attendance and punctuality challenges, limiting curriculum access and negatively impacting academic outcomes. Increased parental engagement and understanding of the link between attendance and achievement will support staff working with students and have a positive impact on attendance.
4	Disadvantaged students face barriers to accessing extra-curricular and enrichment opportunities, both within and beyond school, which can limit personal development, engagement, and cultural capital.
5	Some disadvantaged students and families have limited awareness of their eligibility for support through the Jersey Premium programme which can make it difficult to identify and address individual barriers effectively.

Statement of intent (Minor adaptations to 2025 '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 personal development. Our Jersey 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 personal development 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"*.

Proportion (%) of Jersey Premium eligible pupils – January 2026	Year 10 – 128, 14 (10.9%) Year 11 – 127, 17 (13.4%) Year 12 – 251, 34 (13.5%) Year 13 – 245, 23 (9.4%) Total – 751, 88 (11.7%)
---	--

Funding Overview 2026

Detail	Amount
Jersey Premium funding allocation for 2026	£130,000
CLA budget	£8,940
Total budget for this academic year	£138,940

Intended Outcomes – 3 Year Progress

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 – Year 1	Success Criteria – Year 2	Success Criteria – Year 3
<p>Challenge 1</p> <p>Consistency and confidence in inclusive practice</p>	<ul style="list-style-type: none"> • Continue with weekly updates to briefing notes with any relevant information about disadvantaged students and sharing good practice to identify and support disadvantaged students • Continue to raise the profile of diversity, equity and inclusion through various means – student questionnaires, assemblies and collaborating with others outside of school • To develop the Student Charter, with a focus on the diverse and inclusive nature at Hautlieu School • Explore and develop systems for mentoring disadvantaged students to track interventions across the school, to give a holistic insight in to the challenges and the support in place • All staff have high expectations of all students, including disadvantaged, in line with the school ethos ‘<i>Summa Petamus</i>’ 	<ul style="list-style-type: none"> • Staff feel more equipped to diagnose the needs of each individual disadvantaged students and discuss means of support with appropriate members of staff • The diverse and inclusive nature of Hautlieu School is understood by all stakeholders; practices, actions and approach to support academic progress and personal development reflect this through the Student Charter and other means • System in use to track and monitor the challenges and supportive interventions for all students • Approach to mentoring by colleagues as Academic Mentors is reviewed and streamlined to ensure consistent and high-quality mentoring, prioritising disadvantaged students • All staff have high expectations of all students, including disadvantaged, in line with the school ethos ‘<i>Summa Petamus</i>’ 	<ul style="list-style-type: none"> • Staff feel confident to identify and diagnose the needs of each individual disadvantaged students and discuss means of support • The diverse and inclusive nature of Hautlieu School is evident to all stakeholders; practices, actions and approach support academic progress and personal development reflect this through the Student Charter and other means • System established and used effectively to track and monitor the challenges and supportive interventions for all students • Approach to mentoring is consistent and streamlined to ensure high-quality mentoring, prioritising disadvantaged students • All staff have high expectations of all students, including disadvantaged, in line with the school ethos ‘<i>Summa Petamus</i>’
<p>Challenge 2</p> <p>Use of assessment and tracking to inform intervention</p>	<ul style="list-style-type: none"> • Training for all teaching staff on the development of assessment tracking and monitoring systems and Assessment and Reporting Policy • Optional training for all teaching staff on the platforms Go4Schools and Alps to 	<ul style="list-style-type: none"> • Teaching staff are more confident with the use of the platforms Go4Schools, and can monitor the progress of disadvantaged learners in their classrooms, to discuss, share and implement adaptive teaching to improve progress 	<ul style="list-style-type: none"> • Teaching staff are confident and the use of the platforms to monitor progress and implement adaptive teaching and supportive intervention is well-established • HODs and HOFs are confident to use Go4Schools and Alps to track and

	<p>monitor academic progress of cohorts and significant groups of pupils</p> <ul style="list-style-type: none"> • Proforma implemented to ensure consistent and frequent review of assessment data of significant groups of pupils by HODs • HOF and SLG LM to review analysis and support and critically question termly analysis of cohorts to encourage HODs to reflect on practises to support disadvantaged learners • Continued academic progress by comparison to three-year trend of disadvantaged learners, with an understanding of the data and the average prior attainment data • Jersey Premium lead to continue to track and monitor the academic progress of disadvantaged students in each cohort post-report and report to SLG LM, discussing appropriate strategies of intervention 	<ul style="list-style-type: none"> • HODs and HOFs have improved confidence to use Go4Schools and Alps to track and monitor the progress of their students, and identify areas of intervention required, including disadvantaged students • Teachers use the platform (described in Challenge 1) to log interventions for disadvantaged students • Departmental staff and HODs to research and being to implement subject specific supportive strategies to improve the academic progress of disadvantaged learners • Continued academic progress by comparison to three-year trend of disadvantaged learners, with an understanding of the data and the average prior attainment data • Jersey Premium lead to continue to track and monitor the academic progress of disadvantaged students in each cohort post-report and report to SLG LM, discussing appropriate strategies of intervention 	<p>monitor the progress of their students, and identify areas of intervention required, including disadvantaged students</p> <ul style="list-style-type: none"> • All teachers use the platform (described in Challenge 1) to log interventions for disadvantaged students consistently and effectively • Departmental staff and HODs successfully implement some specific supportive strategies to improve the academic progress of disadvantaged learners • Continued academic progress by comparison to three-year trend of disadvantaged learners, with an understanding of the data and the average prior attainment data • Jersey Premium lead to continue to track and monitor the academic progress of disadvantaged students in each cohort post-report and report to SLG LM, discussing appropriate strategies of intervention
<p>Challenge 3</p> <p>Attendance barriers at Key Stage 4 and improved parental engagement</p>	<ul style="list-style-type: none"> • Amendments to the Attendance Policy to reflect the graduated response to poor attendance and punctuality, outline clear roles and responsibility, with higher thresholds for intervention for disadvantaged students • Develop ways of working and collaborating with KS4 EWO and other leads for significant groups of pupils to 	<ul style="list-style-type: none"> • Established graduated response to poor attendance with all colleagues understanding and acting on their roles to support disadvantaged students with challenges to attendance and punctuality • Reduced gap in attendance figures between disadvantaged and non-disadvantaged students 	<ul style="list-style-type: none"> • Continued reduction in attendance figures between disadvantaged and non-disadvantaged students • Established team approach to supporting students who have multiple risk factors through efficient systems of sharing and tracking with colleagues who lead to support significant groups of pupils

	<p>ensure a coherent and considered approach to ensure that the appropriate colleague and intervention is put in place to meet the needs of each individual student</p> <ul style="list-style-type: none"> • Explore methods to reduce loss to learning for disadvantaged students (understanding the needs of each individual student and their barriers) • Continue to plan, prepare and deliver yearly <i>Enhancing Successful Outcomes</i> evening, with a breakout session for Jersey Premium families • Continue to mentor disadvantaged students' post-reports where there are areas for improvement – sharing information as necessary with mentors, AHOYs, subject teachers and parents as appropriate forms of intervention 	<ul style="list-style-type: none"> • Robust approach to supporting disadvantaged learners through a team of colleagues who lead to support significant groups of pupils • Systems developed to reduce loss to learning for disadvantaged students where attendance remains a challenge (understanding the needs of each individual student and their barriers) • Increased percentage of Jersey Premium families attending <i>Enhancing Successful Outcomes</i> evening 	<ul style="list-style-type: none"> • Losses to learning reduced (where possible) for disadvantaged students where attendance remains a challenge (understanding the needs of each individual student and their barriers) • Increased percentage of Jersey Premium families attending <i>Enhancing Successful Outcomes</i> evening
<p>Challenge 4</p> <p>Access to enrichment and wider opportunities</p>	<ul style="list-style-type: none"> • Explore various methods of communication/platforms to share extra-curricular opportunities (in school) with both parents and students • Explore various systems to monitor and track the attendance and engagement of disadvantaged students with extra-curricular activities • Continue to explore additional extra-curricular activities and the benefits that these can have specially with disadvantaged students • Develop partnership with 'Pathways Jersey' to <i>encourage, equip and empower</i> 	<ul style="list-style-type: none"> • Staff to invite disadvantaged students directly, and discreetly, to attend extra-curricular clubs (to include competitions such as Maths Challenges and Olympiads) • Established methods of communication/platforms to share extra-curricular opportunities (in school) with both parents and students • Established system to monitor and track the attendance and engagement of disadvantaged students with extra-curricular activities • A robust and varied extra-curricular provision for all students 	<ul style="list-style-type: none"> • Parity of proportion of disadvantaged and non-disadvantaged students engaging with extra-curricular activities • 100% of students and parents feel that they have equal opportunities to engage and participate in extra-curricular activities as non-disadvantaged learners • Disadvantaged students have opportunities to develop skills of leadership and are represented across the roles of leadership within the school

	<p>disadvantaged students to become confident and empathetic young people and leaders</p> <ul style="list-style-type: none"> • Ensure that disadvantaged students are represented in roles of leadership across the school • Support with full/partial funding for trips and visits on and off island 	<ul style="list-style-type: none"> • Continue to develop relationship with 'Pathways Jersey' and explore 1-2-1 and small groups sessions to support disadvantaged students – <i>encourage, equip and empower</i> • Ensure that disadvantaged students are represented in roles of leadership across the school • Continued support with full/partial funding for trips and visits both on and off island 	<ul style="list-style-type: none"> • Continued support with full/partial funding for trips and visits both on and off island
<p>Challenge 5</p> <p>Awareness of entitlement</p>	<ul style="list-style-type: none"> • Continued 1-2-1 meetings with each student eligible for funding through Jersey Premium to explain what eligibility means and outline the role of the Jersey Premium Lead • Continue termly communications to parents (with translations to Portuguese, Polish and Romanian) to update guardians on changes to the Policy, the Strategy and share any other information relevant to financial support (e.g. Jersey Christmas Appeal) • Update website for transparent access to all stakeholders on the work to support disadvantaged learners at Hautlieu School 	<ul style="list-style-type: none"> • All disadvantaged students are aware of their eligibility and the role of the Jersey Premium Lead, and feel confident to approach and share challenges and ask for support • All guardians of disadvantaged students are aware of their son/daughter's eligibility and the role of the Jersey Premium Lead, and feel confident to approach and share challenges and ask for support 	<ul style="list-style-type: none"> • Continuation of success criteria from Year 1 and Year 2 • 100% of students to have at least two mentoring sessions throughout the year with Jersey Premium Lead

Other activities for the 2025/26 Academic Year:

- Colleagues to request resources from the budget through a termly proforma which will require the relevant members of staff to evaluate the effectiveness and impact of the resource on disadvantaged learners
- Streamline the process for distributing resources for disadvantaged learners (textbooks and resources for subjects) at the beginning of the academic year for Year 10 and Year 12 students
- Colleagues interviewing students for 14+ and 16+ applications to discuss appropriate course selection with all students – at the time of interviewing, we do not hold information on disadvantaged status and students may not be aware of their eligibility
 - Consider including this as a question in the application process for 2026/27
- Continued whole school drive on Teaching and Learning through WALKTHRU's and coaching initiatives, to improve the active engagement and effectiveness of teaching and learning in all classrooms, which will have a greater influence on disadvantaged students
 - Consider lesson visits through the lens of disadvantaged learners, to be discussed with SENCO and JCC (AHT with responsibility for teaching and learning)
- Jersey Premium Lead to explore various pupil premium calculators and look to develop a similar tool suitable for our specific provision at Hautlieu School

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: £110,00

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 – 5

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

Budgeted cost: £10,000 *Update to CYPES re: Forecast*

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 and opportunities for learning – disadvantage should not be a barrier to accessing the necessary equipment and means to learn.	Challenge 2
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 intervention to support them in the preparation for their external assessments, as supported by the 2024-25 decrease in attainment gap at both GCSE and A level.	Challenge 2

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

Budgeted cost: £10,000 *Update to CYPES re: Forecast*

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.	“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	Challenge 3 and 5

	<p>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>	
<p>Trips for students – both on and off-island, including University trips for Year 12 / Year 13 students where appropriate and opportunities to build positive relationships and enhance school culture (Sport Day T-shirts and Year 10 Bonding Activities)</p>	<p>Through the provision of these opportunities, students will develop their social and emotional skills which are linked to positive outcomes later in life.</p>	<p>Challenge 4 and 5</p>

Total budgeted cost: £120,000 (£8,940 maintain ringfenced for CLA)

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’

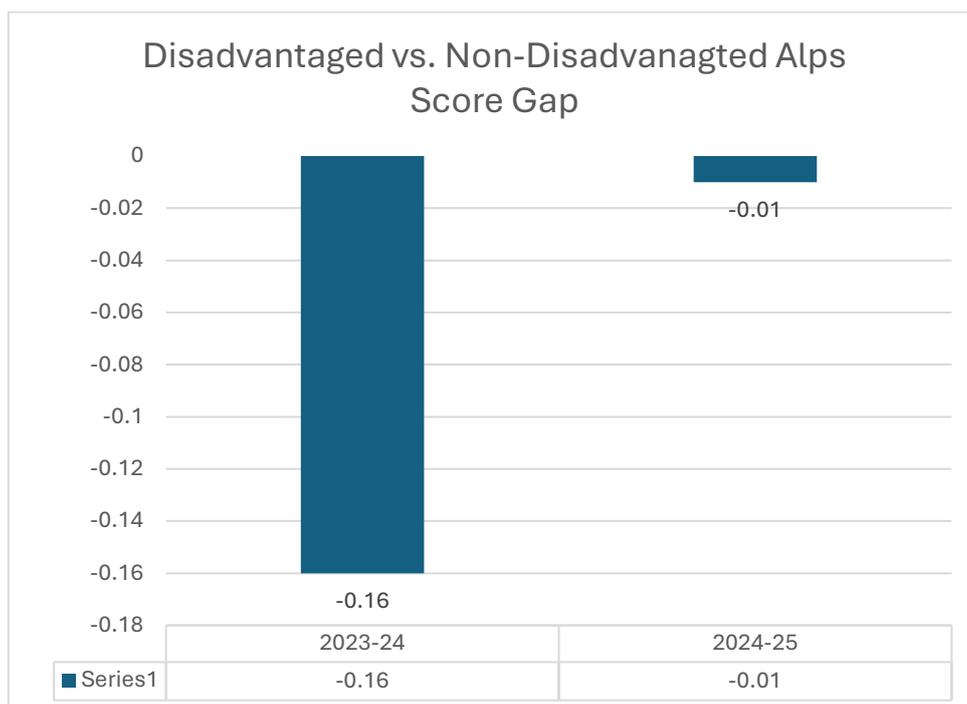
Major Elliot, L. and Briant, E (2023). *A practical guide for teachers: Equity in Education – Levelling the playing field of learning*. Oxfordshire: Hodder Education.

Appendix 1: Comparison: 2023-24 and 2024-25 results of disadvantaged and non-disadvantaged learners

GCSE Analysis 2024-25

	2023-24		2024-25	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Average Prior Attainment	110.05	110.69	112.77	114.04
Alps Score	7 (0.81)	4 (0.97)	5 (0.94)	4 (0.95)

Last year, there were 5.9% fewer HPA students who were disadvantaged, compared to 17.1% in 2023-24. However, the average prior attainment difference was only 0.64 in 2023-24 between disadvantaged and non-disadvantaged learners, compared to a 1.27 difference in prior attainment last year. Although, the average prior attainment for the disadvantaged students in 2024-25 is 2.72 than the previous year.



In 2023-24, disadvantaged students significantly underperformed across the cohort (Alps Score 7 (0.81)) by comparison to non-disadvantaged students (Alps Score 4 (0.97)).

Although, as a cohort, disadvantaged students have underperformed by comparison to non-disadvantaged students, this is marginal, and they have reduced the Alps Score gap from -0.16 to -0.01. This marginal difference places disadvantaged students with an Alps Score of 5, vs. non-disadvantaged students with an Alps Score of 4.

	On or above target	Lower of split grades	Below target by 1 grade	More than 1 grade below
All courses on target grade	40.8%	8.8%	25.6%	24.9%
Non-Disadvantaged - All courses on target grade	40.4%	9.1%	25.5%	25.0%
Disadvantaged - All courses on target grade	44.6%	5.4%	26.8%	23.2%
High - All courses on target grade	35.5%	9.9%	25.5%	29.1%
High - Disadvantaged - All courses on target grade	41.7%	10.0%	18.3%	30.0%
Mid - All courses on target grade	48.5%	7.1%	25.7%	18.7%
Mid - Disadvantaged - All courses on target grade	48.1%	0.0%	36.5%	15.4%

Of the cohort of disadvantaged learners, 4.2% more grades were achieved on or above their target compared to non-disadvantaged learners.

1.8% more grades for disadvantaged learners were below their target grade by 1 and further 1.8% more grades for disadvantaged learners were more than one grade below their target grade.

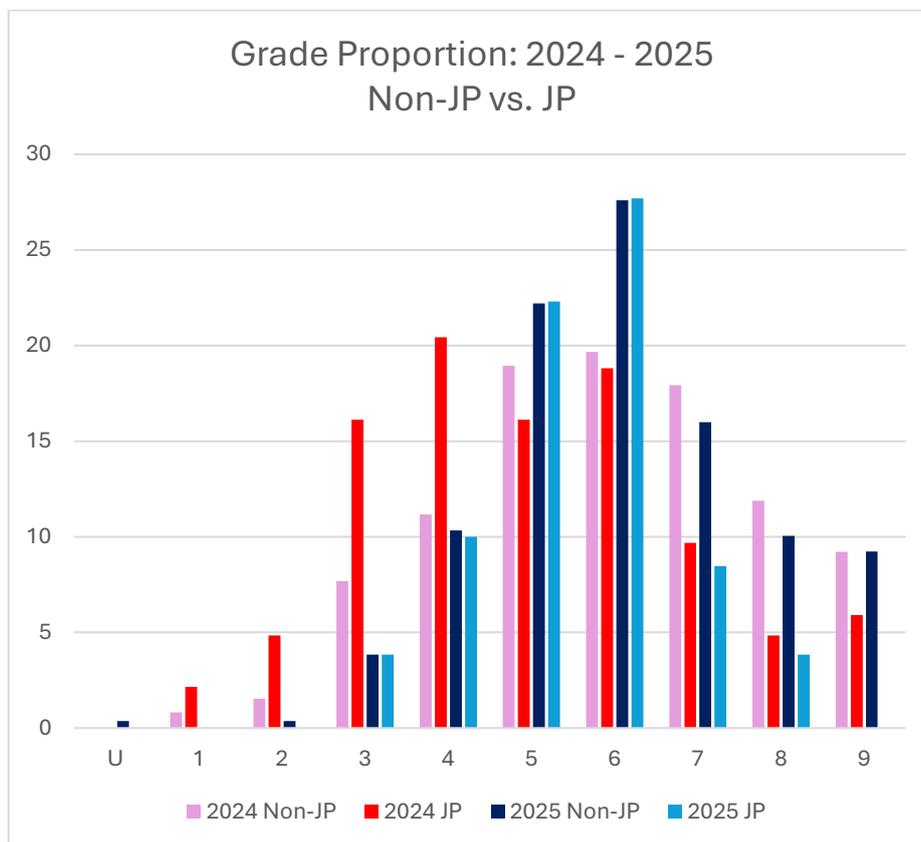
Of the disadvantaged HPA learners, 6.2% more grades were achieved on or above their target grade 7.2% fewer grades were below the target grade compared to the whole cohort, and only 0.9% of grades were more than one grade below the target.

Overall, disadvantaged learners performed better vs. the whole cohort in the 2024-25 exams.

Of the MPA disadvantaged learners, 10.8% more grades were below their target grade and 3.3% of grades were more than one grade below their target grade compared to the whole cohort.

	Overall 2024	Overall 2025	Disad. 2024	Disad. 2025	Non-Disad. 2024	Non-Disad. 2025
9-4 En and Maths	93%	92%	78%	88%	95%	92%
9-5 En and Maths	71%	73%	56%	69%	74%	74%
5 or more GCSE Grades (9-4)	94%	96%	89%	94%	95%	96%
5 or more GCSE Grades (9-5)	83%	82%	61%	75%	87%	83%
5 or more GCSE Grades (9-4) En and Maths	94%	91%	89%	88%	95%	92%
5 or more GCSE Grades (9-5) En and Maths	69%	70%	50%	63%	73%	71%

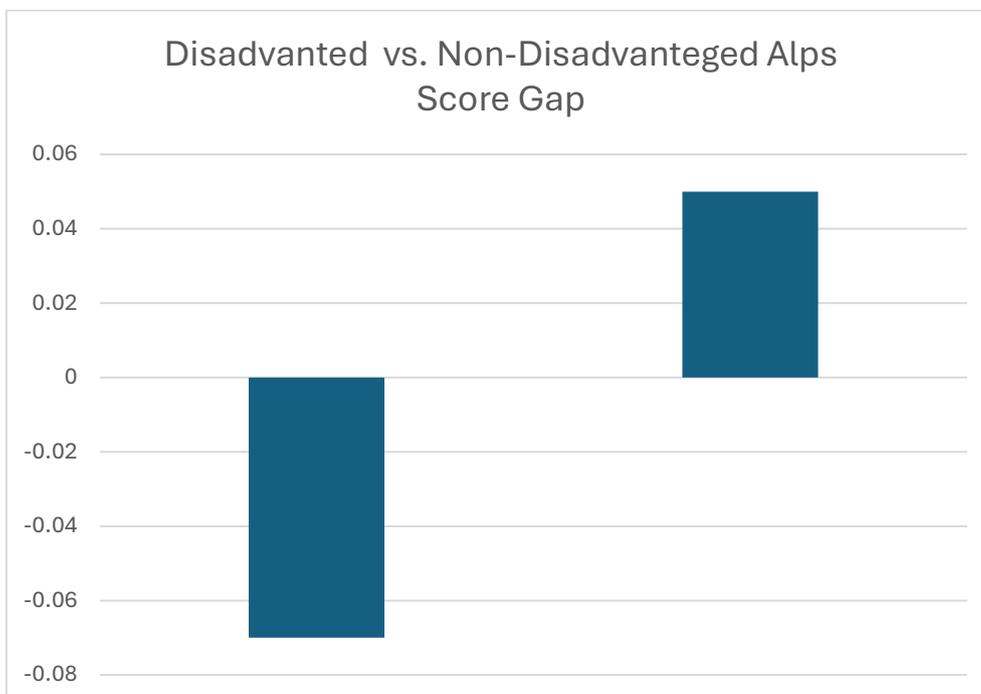
Whilst disadvantaged learners as a proportion have still not achieved the same percentages as non-disadvantaged students for the 2024-25 exam results for the key statistics, the gap has closed between disadvantaged and non-disadvantaged students for all areas. Disadvantaged students have performed better in all areas except for one (marginally, highlighted in yellow) for the 2024-25 exam results.



In 2024-2025, a higher proportion of disadvantaged students outperformed the 2023-24 disadvantaged cohort, attaining more of the following grades – 5 and 6, with no students achieving a grade 1 or a grade 2, and a lower proportion of students achieving a grade 3 and a grade 4. There are marginally fewer students achieving the higher grades, 7 and 8 in 2024-25 with no students achieving a grade 9.

A level Analysis 2024-25

	2023-24		2024-25	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Number of students	40	205	39	213
HPA	25.0%	48.8%	28.2%	41.8%
MPA	52.5%	42.4%	43.4%	38.0%
LPA	22.5%	8.8%	28.2%	20.2%
Average GCSE Score	5.45	6.11	5.32	5.80
Alps Score	7 (0.87)	5 (0.94)	3 (0.98)	5 (0.93)
A Levels on Target %	44.3% (Score 7)	54.9% (Score 5)	65.1% (Score 4)	59.0% (Score 6)

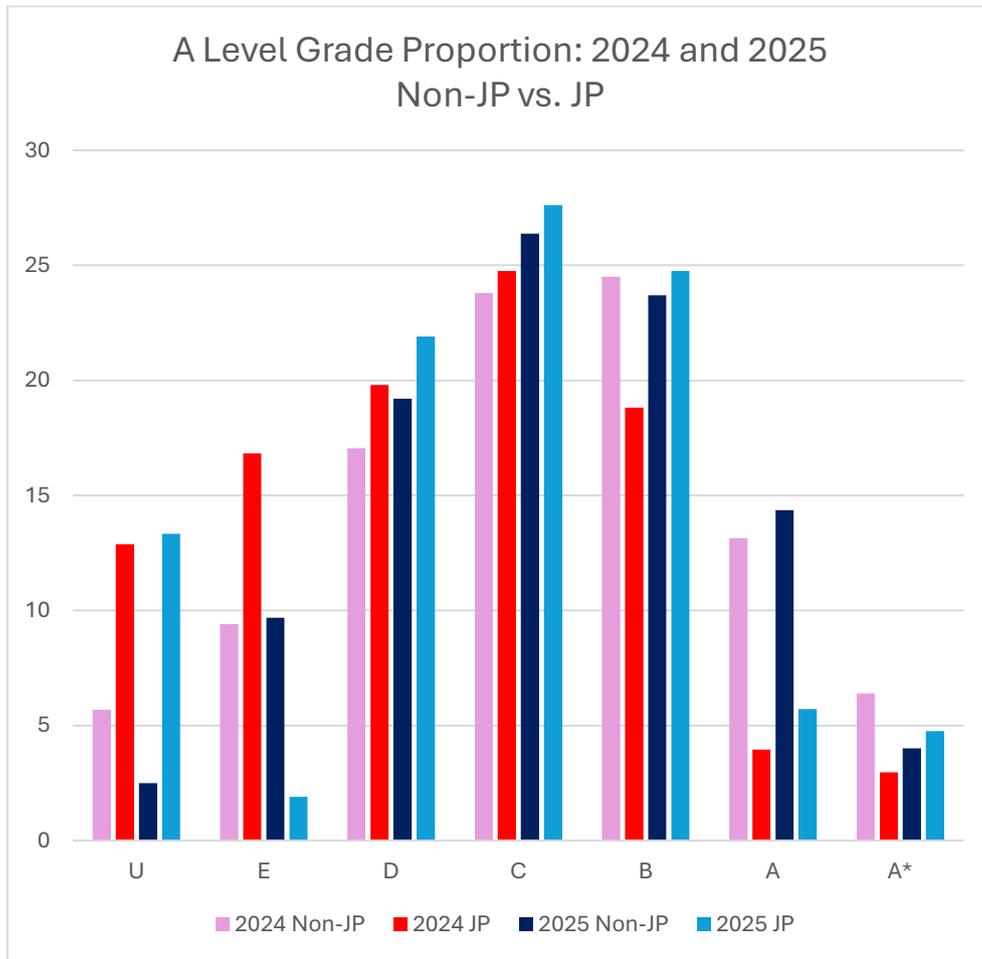


The gap between disadvantaged and non-disadvantaged learners for HPA in 2024-25, is 13.6% with an average GCSE score of -0.48 less than non-disadvantaged, disadvantaged students outperformed non-disadvantaged students by an Alps Score of 0.05, achieving an overall Alps Score of 3 vs. non-disadvantaged students with an Alps Score of 5. Disadvantaged learners also achieved 6.1% more A Level results on target in 2024-25.

The average GCSE point score for disadvantaged learners is 0.23 less in 2024-25 compared to 2023-24, with 5.3% more LPA students. However, in 2024-25, disadvantaged students have outperformed the 2023-24 cohort with an Alps Score of 3, 0.11 higher than the 2023-24 Alps Score of 7, and with 20.8% more students achieving their target grades.

	Overall 2024	Overall 2025	Disad. 2024	Disad. 2025	Non-Disad. 2024	Non-Disad. 2025
A* - A	17.80%	12.00%	6.50%	14.20%	19.70%	17.50%
A* - B	42.00%	39.70%	25.60%	35.00%	44.80%	40.50%
A* - C	66.20%	67.00%	49.70%	64.50%	69.10%	67.40%
A* - D	82.80%	86.50%	69.80%	88.80%	85.10%	88.20%
A* - E	92.40%	95.50%	86.90%	94.90%	93.30%	95.60%
3+ A* - A	5.30%	6.00%	0.00%	0.00%	6.30%	7.10%
3+ A* - B	13.20%	16.30%	2.40%	10.00%	15.20%	17.50%
3+ A* - C	29.10%	34.90%	9.80%	25.00%	32.60%	36.80%
3+ A* - D	41.90%	52.00%	26.80%	50.00%	44.60%	52.40%
3+ A* - E	52.50%	61.10%	41.50%	52.50%	54.50%	62.70%

Whilst disadvantaged learners as a proportion have still not achieved the same percentages as non-disadvantaged students for the 2024-25 exam results for the key statistics, the gap has closed between disadvantaged and non-disadvantaged students for all areas. Disadvantaged students have performed better in all by comparison to the 2023-24 cohort.



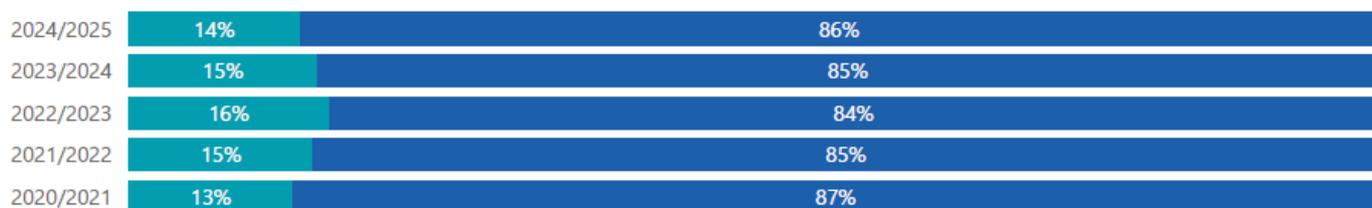
There is a marginal increase for 2024-25 of disadvantaged students achieving a U grade, however there is around 15% less E grades achieved for the 2024-25 exam results. There is a higher proportion of students who achieved grades C, B, A and A* in 2024-25. As a percentage of the separate cohorts, a higher percentage of disadvantaged students achieved C, B and A* grades by comparison to the non-disadvantaged cohorts.

Eligible Students:

School - Jersey Premium			
YearGroup	JP	Not JP	Total
10	18	109	127
11	16	132	148
12	33	224	257
13	43	225	268
Total	110	690	800

School - Jersey Premium

● JP ● Not JP



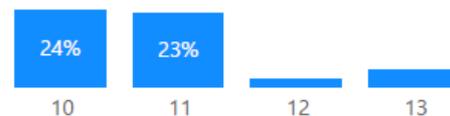
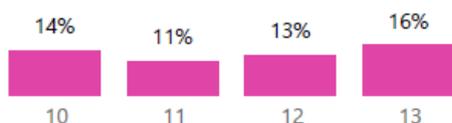
All Other Schools - Jersey Premium

● JP ● Not JP



School - Jersey Premium

All Other Schools - Jersey Premium



There is little variation over recent years in the % of disadvantaged system both at Hautlieu and other schools, as such, Hautlieu consistently has around 7 – 5% fewer disadvantaged students by comparison to all other schools. With between 10 – 12% fewer students in KS4 cohorts, and a much larger % of disadvantaged students at KS5 as a result of Hautlieu being the only comprehensive 16+ school to provide A Level programmes.

Attendance:

% School - Jersey Premium

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2024/2025				
JP	82.6%	8.9%	4.5%	4.0%
Not JP	88.4%	4.9%	2.0%	4.8%
2023/2024				
JP	83.2%	12.0%	4.8%	0.0%
Not JP	92.4%	5.7%	1.8%	0.0%

% All Other Schools - Jersey Premium

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2024/2025				
JP	82.6%	8.7%	8.8%	0.0%
Not JP	92.4%	5.3%	2.3%	0.0%
2023/2024				
JP	80.5%	10.2%	9.2%	0.0%
Not JP	91.7%	5.8%	2.5%	0.0%

Addressing the attendance gap between our disadvantaged and non-disadvantaged students remains a challenge that we need to overcome, as highlighted in the tables above, as well as improving the overall attendance of students at Hautlieu.

Exclusions

School - Exclusions 2024/2025

5

Individual Pupils

School - Exclusions 2024/2025

1

Jersev Premium Pupils

School - Exclusions 2024/2025

It is pleasing to see a low number of exclusions, of which, only one student was disadvantaged.

GCSE KPI - Jersey 8

School - Average Jersey 8 - JP

AcademicYear	J8 English Achievement	J8 Maths Achievement
2024/2025		
JP	6.7	5.9
Not JP	6.9	5.9
2023/2024		
JP	6.4	5.5
Not JP	7.2	6.0
2022/2023		
JP	6.3	5.2
Not JP	7.0	6.0

All Other Schools - Average Jersey 8 - JP

AcademicYear	J8 English Achievement	J8 Maths Achievement
2024/2025		
JP	4.8	3.7
Not JP	5.9	5.1
2023/2024		
JP	4.4	3.6
Not JP	5.9	5.2
2022/2023		
JP	4.4	3.7
Not JP	5.7	4.9

School - Average Jersey 8 - JP

AcademicYear	J8 Selection 2 Achievement	J8 Selection 3 Achievement
2024/2025		
JP	6.0	5.9
Not JP	6.0	6.1
2023/2024		
JP	5.1	5.1
Not JP	6.1	6.0
2022/2023		
JP	4.9	5.3
Not JP	6.2	6.0

All Other Schools - Average Jersey 8 - JP

AcademicYear	J8 Selection 2 Achievement	J8 Selection 3 Achievement
2024/2025		
JP	3.5	4.3
Not JP	5.2	5.5
2023/2024		
JP	3.6	4.2
Not JP	5.4	5.7
2022/2023		
JP	3.4	4.0
Not JP	5.0	5.2

School - Avg Jersey 8 - JP

AcademicYear	Jersey 8 Average
2024/2025	
JP	61.1
Not JP	62.0
2023/2024	
JP	54.3
Not JP	62.4
2022/2023	
JP	53.4
Not JP	62.6

All Other Schools - Avg Jersey 8 - JP

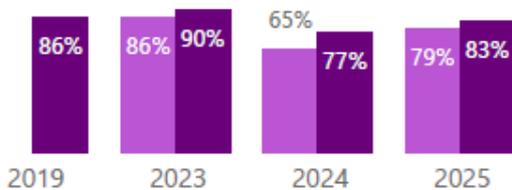
AcademicYear	Jersey 8 Average
2024/2025	
JP	40.4
Not JP	54.0
2023/2024	
JP	38.8
Not JP	55.3
2022/2023	
JP	37.9
Not JP	51.6

Last year, disadvantaged students performed better in both J8 strands by comparison to the former two exam years and have closed the gap from 0.8 in 2022/2024 to 0.2 in 2024/25 for the J8 English and J8 Selection 3 Achievement strands, furthermore, disadvantaged students performed in line with non-disadvantaged students in the J8 English and J8 Selection 2 Achievement strands. Hautlieu disadvantaged students continue to perform their counterparts in all other schools.

A Level – KPI

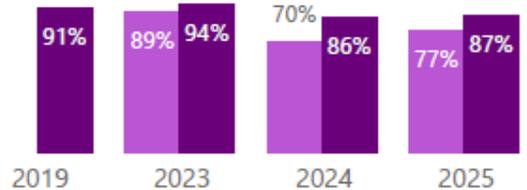
School - Pupils Achieving 3A*-E

● JP ● Not JP



All Other Schools - Pupils Achieving 3A*-E

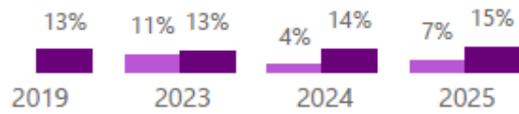
● JP ● Not JP



Last year, the percentage of students achieving 3A*-E grades increased by 14% and the gap between disadvantaged and non-disadvantaged learners reduced from 12% to 4%. Furthermore, disadvantaged students at Hautlieu outperformed disadvantaged students in other schools for this KPI.

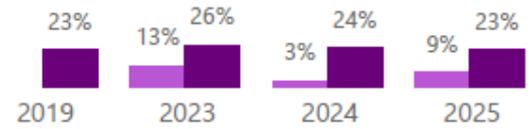
School - Pupils Achieving AAB or better

● JP ● Not JP



All Other Schools - Pupils Achieving AAB or better

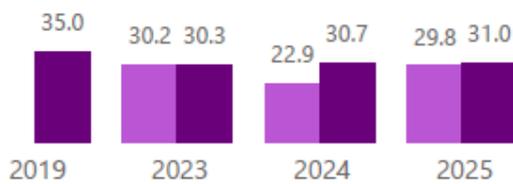
● JP ● Not JP



3% more students achieved AAB or better for the 2024/25 exam results and the performance between disadvantaged and non-disadvantaged learners at Hautlieu decreased from 10% to 8%.

School - APS (Best 3 A Levels)

● JP ● Not JP



All Other Schools - APS (Best 3 A Levels)

● JP ● Not JP



39

The APS has increased by 6.9 for disadvantaged learners by comparison to the 2023/24 results and the APS difference has reduced from 7.8 to 1.2, with disadvantaged students achieving a 0.8 higher APS at Hautlieu by comparison to all other schools.

Appendix 3: Jersey Premium – Staff Guide

Why This Matters

- Disadvantage itself does not cause underachievement — the barriers created by socio-economic challenges do.
- Our role: remove barriers and create opportunities through an inclusive, whole-school culture.

Key Principles

- High expectations for all students, regardless of background.
- No assumptions: JP eligibility does not define a student.
- Support should be equitable and tailored, not “one-size-fits-all.”
- Confidentiality is essential — eligibility info must be treated sensitively.
- Language matters: focus on needs, not labels. Use “disadvantaged” rather than “JP students.”

How We Support

- Quality First Teaching: the most impactful strategy.
- Targeted support where needed, based on assessment and individual needs.
- Wider barriers: food, uniform, trips, equipment, mentoring, attendance.
- Cultural capital: clubs, trips, experiences — personal invitations help.

Practical Actions for Staff

- Know who your JP students are (check SIMS / Go4Schools).
- Track and monitor progress, behaviour, and engagement.
- Spot barriers early (attendance, wellbeing, access to resources).
- Communicate carefully with students/parents (private, respectful, non-labelling).
- Be curious, not assumptive — ask questions, listen, and share concerns with the JP Lead.

Common Myths

- ✗ JP is a personal budget for students
- ✓ It funds whole-school strategies & equitable support
- ✗ All JP students need the same intervention
- ✓ Support must be individualised
- ✗ Only teachers are responsible
- ✓ It takes a whole-school culture

Where to Go for Support

- JP Lead (strategy, funding, individual student concerns)
- Student Support Team (CLA / p-CLA, safeguarding, wellbeing)
- SLG & HODs (data, interventions, academic strategies)

Final Takeaway

- ➡ Do what you already do well — with a sharper lens on disadvantaged students.
- ➡ Relationships, curiosity, and inclusive culture make the biggest difference.

Appendix 4: STEM on Track Summary

The STEM on Track program has a powerful impact on Jersey Premium students by providing hands-on, applied STEM learning that strengthens problem-solving, teamwork, and technical understanding. As the first school to lead the potentially island-wide programme, it ensures our students access high-quality enrichment and importantly supports greater social mobility by opening doors that many students may not otherwise reach. Students also gain the chance to serve as mentors for learners at Mont à l'Abbé, developing leadership, empathy, and a deeper sense of community responsibility.

In addition to the core engineering experience, students benefit from a rich set of industry-linked opportunities.

- BBC radio workshops develop communication, confidence, and creativity.
- ITV News keynote sessions offer insight into professional journalism, raising aspirations and expanding career awareness.
- Through direct engagement with PwC, students gain exposure to the finance and technology sectors, building professionalism, critical thinking, and essential employability skills.

A major highlight of the program is access to the Alpine F1 work-experience pathway, giving students direct insight into a world-class, high-tech engineering environment. Working with Alpine exposes them to cutting-edge innovation, advanced manufacturing, data analysis, engineering career routes, and the expectations of a leading global motorsport organisation. This unique opportunity helps students see what is possible beyond the island and expands their aspirations dramatically.

Collectively, these experiences deepen academic engagement, raise long-term ambitions, and strengthen readiness for on-island employment and future careers. For Jersey Premium students, the program reduces barriers, boosts confidence, and plays a meaningful role in supporting long-term social mobility and access to high-value STEM and professional pathways that have predominantly been dominated by those from privileged backgrounds.

Appendix 5: Parent and Student Survey Responses

		Parents	Students
Year 10		15%	8%
Year 11		0%	15%
Year 12		23%	54%
Year 13		61%	23%
Awareness of JP Lead		100%	77%
Inclusive culture where financial disadvantage is not a barrier	Strongly Agree	62%	62%
	Agree	38%	38%
Understand the role of JP Lead	Strongly Agree	62%	85%
	Agree	38%	16%
Communication regarding JP is clear and helpful	Strongly Agree	54%	
	Agree	46%	
Attended Enhancing Successful Outcomes evening	Yes	15%	
	No	85%	
Logged on to Go4Schools	Yes	69%	100%
	No	31%	
Awareness of Grades	Yes	92%	92%
	No	8%	8%
Confident to raise concerns	Strongly Agree	54%	23%
	Agree	46%	54%
	Neither Agree nor Disagree		8%

	Disagree		15%
Supported with resources for learning	Yes	100%	92%
	No	0%	8%
KS4: Access to essential resources	Yes	83%	80%
	No	17%	20%
KS5: Access to essential resources	Yes	92%	90%
	No	8%	10%
Awareness of Attendance	Yes	92%	100%
	N	8%	
Support for Attendance	Yes	62%	
	No	38%	
Equal Opportunities for extra-curricular provisions	Yes	77%	46%
	Somewhat	15%	38%
	No	8%	15%
Year 11 and Year 13: Information about future options	Strongly Agree	38%	40%
	Agree	63%	40%
	Disagree		20%
Access to:	SEN	0%	7%
Multiple options available	ML	0%	7%
	G&T	12%	7%
	AHOY	6%	0%
	Mentor	25%	7%
	SLG	6%	0%
	SST	12%	28%
	None	37%	42%
Hautlieu staff believe in future of students	Strongly Agree	15%	23%
	Agree	65%	62%
	Neither Agree nor Disagree	15%	15%
Support for academic progress		Teachers being on top of grades and attendance and great communication with parents, support from teachers, support with motivation and attendance, access to a laptop, "everything"	Revision, guidance from responsible people making sure I'm doing the right thing, a laptop, Extra revision websites, Feedback from teachers, Extra lessons in school time (lunch) or after school, closer bonds with teachers, more open and focused conversations
Support for personal development		Open communication, Art classes on the weekend, joining a band, mentor and school correspondence, involvement in the History Society and encouraging public speaking, positive mentoring and attention to valuable information, "everything"	having support from the support team to help me with home life and school life, simply encouragement from teachers and mentors, Extra-curricular, School Trips, Mrs Mallet's assessment/extra time, Music practice rooms

<p>Suggestions for academic progress</p>		<p>Encouraging University applications, make parent teacher evening appointments slightly longer than 6 minutes for each subject. More guidance on how to choose suitable university courses, not just from student Mentors</p>	<p>Notify them of all different support opportunities early on such as resources and school, Maybe have a list sent out of the things they're eligible for, so that they are fully aware of the opportunities granted by Jersey Premium, automatically give them all the books needed if wanted, for teachers to bring up things they can do and offer as it can be embarrassing to ask for help sometimes</p>
<p>Suggestions for personal development</p>		<p>1-2-1 chats, Positive work experiences, Offer more clubs in lunch hours rather than after school</p>	<p>Make them more aware that there are people in school that can help, show them the benefits, maybe make the different opportunities more known to students</p>
<p>Other comments (parents)</p>	<p>Honestly, I think the support is amazing - I have 4 kids, and this is the only school that is actively trying to use JP for the purpose it is intended for and not to benefit the school in other ways. I have received no communication regarding JP from the other 2 schools my kids attend and find it a struggle to receive support from them so was really amazed at how this college is actively trying to use the allowance to support the children. Thank you so much it is massively appreciated Hautlieu has been great as my child*has been able to access off island trips to universities even though financially, I have not been able to afford such trips what is currently offered now is amazing 😊 Let the scheme be known more as some parents may not know about it - I was lucky as someone contacted me about getting my son on it. My other child* stayed at another secondary school, was a on the premium scheme but got no additional support</p>		
<p>Other comments (students)</p>	<p>not much more really, we have the same opportunities as everyone else</p>		