



## **Jersey Premium**

Author – LKD

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## **Hautlieu School Policy**

Agreed by Staff – Feb 2026

Agreed by Governors –

To be reviewed – Annually (following Jersey Premium Strategy)

### **Glossary of acronyms and terminology**

AHOY – Academic Head of Year

CYPES – Children, Young People, Education and Skills

EEF – Education Endowment Foundation

EWO – Education Welfare Officer

HOD – Head of Department

HOF – Head of Faculty

MLL – Multilingual Learners

SLG – Senior Leadership Group

SEN – Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

Please note for the purpose of this policy, students who are eligible for funding from the Jersey Premium allocation will be referred to as 'disadvantaged' in line with recommendations from CYPES.

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## Government of Jersey

The Government of Jersey, through the Department of CYPES, provide the fee-paying and non-fee-paying schools under their jurisdiction, with additional funding per student to support eligible students to achieve educational success and strengthen their personal development. The Government of Jersey schools receive this additional funding for the following:

1. Students who are or have previously been 'Children Looked After'
2. Students from households which have recently claimed Income Support
3. Students from households with 'Registered' status that would qualify to claim Income Support if they lived in Jersey for five years
4. Service Jersey Premium  
Pupils who have a parent or guardian serving in the Jersey Field Squadron can apply for Service Jersey Premium. This includes parents or guardians on overseas deployment, tactical operations, exercise and training. Applications can be made via the Jersey Field Squadron.
5. Exceptional Circumstances

For further information on the eligibility of children in full-time education to access funding from the Jersey Premium allocation, please visit the following:

<https://www.gov.je/Education/Schools/ChildLearning/pages/jerseypremium.aspx>

The CYPES 'Jersey Premium Policy' can be found here:

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Jersey%20Premium%20Policy%2020202208.pdf>

Jersey Premium funding is released to schools annually each January, as is an updated register of the students who are eligible for access to resources and support. CYPES write to the families of eligible children to inform them of their status, and each family has the right to remove their child/children from the register.

CYPES appreciate that each school setting is unique, as are the challenges faced by its students, including those who face socio-economic disadvantage therefore, it is for each individual school to determine how the Jersey Premium funding will be distributed. The allocation of Jersey Premium funding must be outlined through each school's 'Jersey Premium Strategy' in January of each year. Although the funding is calculated per eligible student, the funding is not a personal budget for individual children; each school must use research-based evidence alongside internal data, to develop their approach. The Jersey Premium funding is designed to raise the attainment and experience of disadvantaged students; it does not, however, have to be used to solely benefit the students who meet the criteria.

In line with the Jersey School Review Framework Handbook (September 2025), at the point of review, each school will be required to provide information relating to the level of funding received and how this is allocated alongside the rationale. School leaders will report on the impact of their strategy on the learning, progress and the personal development of the students.

See Appendix A: Government of Jersey: Jersey Schools Review Framework Handbook (September 2025) – Information relevant to students eligible for Jersey Premium funding

## **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. Our Jersey Premium strategy adopts the tiered approach, as recommended by the Education Endowment Foundation. The overarching objective of our strategy is to reduce the disadvantage that financial inequality brings. We aim to provide every student with the opportunity and support needed to excel academically, develop personally, and make a meaningful contribution to their community. 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.

See Appendix B: 'Jersey Premium: Strategy Statement, Hautlieu School 3 Year Plan (January 2025 – December 2027)'.

See Appendix C: 'Challenges, Intended Outcomes and Success Criteria (Jersey Premium Strategy 2025)'

See Appendix D: 'The EEF Guide to Pupil Premium'.

See Appendix E: 'Evidence brief: Using research evidence to support your spending decisions

See Appendix F: Using pupil premium: Guidance for school leaders

### *'Five Point Plan'*

Our Jersey Premium Strategy (2025) is shaped by the EEF's recommended 'Five Point Plan' for effective Pupil Premium use. To ensure maximum impact of Jersey Premium funding, we highlight Step 1 below as the most relevant for all staff at Hautlieu School.

#### *Step 1: Identifying the challenges faced by your schools disadvantaged students*

Acquiring a robust knowledge of the levels of attainments and progress of our students is the first step to developing an effective strategy.

Internal data and information to identify the challenges should include:

- Attendance data and levels of persistent absence, including internal absence from lessons
- Attainment and progress data
- Teacher feedback on levels of engagement and participation
- Behaviour incidences and exclusions
- Pupil feedback
- Parent feedback
- Information on well-being, mental health and safeguarding concerns
- Information on access to technology and curricular materials

While each piece of information may have limitations, collectively, they build a richer understanding of the needs of each individual disadvantaged learner. Information should be gathered systematically through data, professional judgement, and student voice.

#### *Step 2: Using evidence*

#### *Step 3: Developing an effective strategy*

#### *Step 4: Delivering and monitoring your strategy*

#### *Step 5: Evaluating and sustaining your strategy*

For further reading on the 'Five Point Plan' for effective Pupil Premium see Appendix D: 'The EEF Guide to Pupil Premium'.

### **Culture of Inclusion**

Our Jersey Premium Strategy (2026-2028) and this policy will be upheld by a culture of inclusion whereby all members of Hautlieu school understand and fulfil their roles and responsibilities to support our disadvantaged students. Creating a climate of inclusion is a continuous and reflective process, one in which there is a shared language to support students and an openness to challenging conversations and research-based evidence.

It is imperative that students who are eligible for Jersey Premium funding are not treated as a homogenous group and therefore seen as or defined by a label: excluding for internal purposes to track and monitor academic progress and welfare concerns or development, for example – within a policy or data analysis.

Such labels can create an unconscious bias, setting a limitation on what individual learners can achieve, and, providing generalised support which does not meet the needs of the individual student. Each student who is eligible for Jersey Premium funding will face different challenges to both their academic and personal development, the funding is therefore considered on a 'needs' basis alongside the tiered approach and not assumptions.

Socio-economic disadvantage may present as one or more of the following:

- Food insecurity
- Inadequate clothing or resources
- Housing insecurity
- Transport difficulties
- Social isolation
- Fewer extra-curricular opportunities

Criteria that will further disadvantage students may include:

- High mobility between settings
- Long term health conditions and vulnerabilities
- Being a Young Carer
- Negative family experience of education
- Other risk factors such as SEN, MLL or any other potential link for discrimination linked to a protected characteristic
- Low Prior Attainers

Long-term disadvantage will have a greater impact than short-term disadvantage which we should come to understand through our relationships with our students and their families. Students are not at risk of underachieving due to their disadvantage, they are at risk of underachieving because of the impact of socio-economic (and other) disadvantages on their lives over time and most likely outside of school.

As supported through multiple studies, evidence demonstrates that strong relationships between school staff and students is disproportionately advantageous to disadvantaged students. In supportive settings, disadvantaged students thrive, knowing that they are welcome in the school, in the classroom and that they are recognised as valued individuals who belong and are held in high regard. The success of the intended outcomes of our Jersey Premium Strategy (2026-2028) and this policy will be met by a collective understanding and commitment to build positive and trusting relationships with our disadvantaged students and their families. All members of staff should be empathetic to our students and their families who, for various reasons, may find it more difficult to engage with school life.

## Roles and Responsibilities

All members of staff must read and be familiar with the Jersey Premium Policy and their role and responsibility.

### *Whole-School Responsibility (all staff with student facing roles)*

All staff share responsibility for ensuring equity of opportunity and raising aspirations for students eligible for Jersey Premium.

All staff are responsible for:

- Making themselves aware of who our disadvantaged students are (and multiple demographics where applicable) using appropriate channels (e.g. SIMS, Go4Schools) at the beginning of each academic year and/or as subject teachers take on new classes, see Appendix G: 'Accessing Information'
- Managing information regarding the eligibility of a student and their family sensitively and confidentially, see Appendix H: 'Confidentiality and Sensitivity'
- Recognising the factors listed above which may impact any student and report any concerns appropriately
- Building positive relationships with students and parents
- Holding consistently high expectations for all students
- Creating an inclusive, equitable community where all students feel valued
- Planning cultural capital and oracy development opportunities across all aspects of school-life
- Supporting the work of the Assistant Headteacher with the responsibility for Jersey Premium collaboratively, creatively, and positively.

**NOTE:** If any member of staff becomes aware of information that a student/family are facing financial challenges which pose a barrier to their access to education and well-being, they should report this to the Assistant Headteacher with the responsibility for Jersey Premium and Student Support Lead & Positive Mental Health & Wellbeing Manager.

***A Subject Teacher has the responsibility to:***

- Diagnose the needs of our students using appropriate information to get to know each disadvantaged student as an individual to identify the barriers that prevent them from accessing high quality learning and personal development. See Appendix I: 'Diagnosing our Student's Needs'
  - **Academic:** Internal and external subject-specific data, diagnostic assessment
  - **Non-academic:** Attendance, behaviour, wellbeing, safeguarding, other risk factors such as SEN and MLL
- Implement adaptive teaching strategies, including *WALKTHRU*s and oracy development, to create engaging and safe learning environments – delivering "high quality teaching"
- Complete robust assessments and update assessment data in line with the Assessment and Reporting Policy
- Share concerns regarding progress/engagement with HOD, Mentor, AHOY and Assistant Headteacher with the responsibility for Jersey Premium and communicate with parents where appropriate
- Provide additional support/resources where necessary, explaining how students should use and maximise these provisions – delivering the "targeted academic support"
- Encourage disadvantaged students to be active and engaged learners with high aspirations

***A Head of Department/Key Stage Lead/Teacher in Charge of a Subject has the responsibility to:***

- Design and oversee an inclusive curriculum sequence and assessment strategy
- Monitor disadvantaged student performance at all reporting points
- Ensure and oversee "high quality teaching" within each Department in line with the school Quality Assurance Policy
- Implement and oversee subject-specific interventions for disadvantaged students falling below expectations in line with "targeted academic support"
- Analyse post-examination outcomes and develop a clear action plan to reduce gaps in attainment for disadvantaged students
- Request resources through the Assistant Headteacher responsible for Jersey Premium through the process outlined in 'Resources and Budget Requests'
- Evaluate the effectiveness of resources and funding requested to supported disadvantaged students

- Familiarise themselves with Appendix J: 'The Menu of Approaches' to adopt the appropriate approach to support disadvantaged students.

***A Head of Faculty has the responsibility to:***

- Ensure departmental consistency in supporting disadvantaged students in line with the Quality Assurance Evaluation Policy
- Monitor and challenge Heads of Department as appropriate on the progress of disadvantaged students
- Monitor and challenge the delivery of "high quality teaching" and "targeted academic support" for disadvantaged students
- Report to SLG on departmental performance of disadvantaged students, ensuring accountability and effective action planning in line with the Quality Assurance Policy.

***A Senior Leadership Group member as a Line Manager has the responsibility to:***

- Review data of disadvantaged learners with HOF in Line Management meetings
- Ensure Faculty consistency and maintain accountability and strategic alignment to implement the Jersey Premium Policy and Jersey Premium Strategy.

***A Mentor has the responsibility to:***

- Prioritise disadvantaged students for supportive, clear and productive mentoring sessions
- Monitor access to resources, presentation, and general needs (e.g. food and clothing) in line with the "wider strategies" outlined above
- Work collaboratively with AHOY and EWO to improve the attendance of disadvantaged students as directed
- Report concerns via appropriate channels to AHOY/Assistant Headteacher with the responsibility for Jersey Premium/Designated Safeguarding Lead
- Provide a safe, nurturing environment in which disadvantaged students can thrive.

***An Academic Head of Year has the responsibility to:***

- Direct mentors to prioritise disadvantaged students during academic mentoring discussions
- Work collaboratively with EWO to improve the attendance of disadvantaged students as directed
- Prioritise successful transition for disadvantaged Year 10 and Year 12 students
- Support the Assistant Headteacher with the responsibility for Jersey Premium implementing and monitoring interventions to fulfil the "wider strategies" of the policy.

***The Education Welfare Officer has the responsibility to:***

- Track and monitor the attendance of disadvantaged students in KS4 support with and improve attendance
- Implement early intervention strategies (e.g. attendance nudges, wellbeing checks) in accordance with the Attendance Policy
- To direct AHOY and Mentors appropriately to improve the attendance of disadvantaged students
- Work collaboratively with the Assistant Headteacher with the responsibility for Jersey Premium to fulfil the “wider strategies” of the policy.

***The Student Support Team has the responsibility to:***

- Work collaboratively with the Assistant Headteacher with responsibility for Jersey Premium to support disadvantaged students with wellbeing, emotional and mental health and safeguarding concerns
- Consider planning for co-curricular opportunities to enhance the personal development of disadvantaged students
- Support resilience and emotional development of disadvantaged students through targeted activities
- Collaborate with the Assistant Headteacher with the responsibility for Jersey Premium to track and improve non-academic outcomes to fulfil the “wider strategies” of the policy.

***A Demographic Lead has the responsibility to:***

Named Leads

Gifted & Talented: Rachel Sinfield - RES

Jersey Premium: Lauren Devine - LKD

Special Educational Needs: Orla Priestley - OMP

Multilingual Learners: Emma King - EWK

- Work collaboratively with the Assistant Headteacher with responsibility for Jersey Premium where students belong to more than one significant group to ensure that appropriate support and supervision is put in place

***The Data Manager has the responsibility to:***

- Manage student information systems to include SIMS, Go4Schools and Alps Connect to ensure that students eligible for Jersey Premium funding can be identified sensitively and confidentially by all staff.

***The Assistant Headteacher with responsibility for Jersey Premium has the responsibility to:***

- Lead the development, monitoring, and evaluation of the Jersey Premium Policy and Jersey Premium Strategy
- Work alongside the Finance Team to monitor and track the spending of the Jersey Premium funding
- Communicate and consult with the Headteacher where requests for funding or the allocation of spends are non-conventional
- Ensure that the budget is allocated and spent effectively and cost-efficiently to meet the intended outcomes of the Jersey Premium Strategy
- Review and analyse internal and external data to drive timely interventions at points of reporting
- Ensure that there is equity of access to curricular and co-curricular opportunities
- Ensure that staff receive annual training and updates to Jersey Premium priorities and strategies
- Strengthen parental and student engagement, particularly regarding assessment and progress
- Collaborate with AHOY, SLG, and demographic leads to ensure targeted and effective support
- Network with island colleagues for best practice and innovation
- Engage with island-wide and off-island training opportunities
- Prioritise successful transition of the disadvantaged Year 10 and Year 12 students
- Fulfil role in line with the Department for CYPES directive for Jersey Premium Leads.

***The Senior Leadership Group has the responsibility to:***

- Ensure that Jersey Premium remains a central whole-school priority
- Oversee strategic implementation and provide challenge to ensure impact
- Review outcomes regularly and ensure accountability at all levels.

***The Governors have the responsibility to:***

- Hold school leaders accountable for the effective use of Jersey Premium funding
- Review and challenge the school's Jersey Premium strategy, outcomes, and spending decisions.

**Resources and Budget Requests**

Our approach to support disadvantaged students is underpinned by equity; each student will require different resources, support, interventions and opportunities to enhance their educational outcomes and personal development. These fall into 5 categories.

*a. Universal provisions for students (and shared with parent/carers). For example:*

- Subject resources (e.g. revision guides, flashcards, art supplies)
- Books to extend and enrich subject learning
- A laptop for use while at Hautlieu (on loan, to be returned at the end of Year 11 or Year 13)
- Lunch card
- Annual Liberty Bus card
- Music lessons
- Extra-curricular activities
- School uniform (including PE kit)
- UCAS application fees

*b. Requests for specific resources*

To ensure adequate planning and cost-effective spending in line with the strategy, from January 2026, specific requests from the Jersey Premium budget must go through a "bidding" process and use the form and information shared with staff. This will include:

- Details of the resource and the cost
- Reasons for the request, specifically how this will improve the educational outcomes and personal development of disadvantaged students
- Details of how the effectiveness of the resource will be monitored and evaluated

Subject specific requests must be made through the relevant HOD.

*c. Trips and funding*

It has been shared with all parent/carers of disadvantaged students that trips will either be fully or partially funded. The allocation of funding will depend on the following:

- The cost of the trip
- The number of trips a disadvantaged student wishes to go on over the course of the academic year
- The personal circumstances of the student and the family

All trip leaders should ensure in their communications, that this is clear: “students who are eligible for Jersey Premium funding will be able to access full/partial funding. Please continue to express your interest for your son/daughter to attend the trip, following this, we will be able to give you further information.”

*d. Extra-curricular opportunities*

To support the “wider strategies” of our approach, disadvantaged students are to be prioritised for extra-curricular opportunities to broaden the cultural capital of our students. Extra-curricular opportunities can be provided through lunch time and afterschool clubs, throughout the curriculum and trips. All staff are encouraged to think creatively about on-island provisions and access to free-resources to include technology and online opportunities. The participation of all students should be tracked, with a record of disadvantaged student attendance.

*e. Monitoring and evaluations*

Any resources/support/interventions with the specific intention to improve the educational outcomes or personal development must be tracked and monitored to evaluate the effectiveness of the approach. The Assistant Headteacher with the responsibility for Jersey Premium will request the evaluations from relevant staff members to include in the annual strategy.

### **Links with Other Policies**

This policy is linked to:

- Assessment and Reporting Policy
- Attendance Policy
- Mental Health and Wellbeing Policy
- Teaching and Learning Policy
- SEN Policy
- Behaviour for Learning Policy
- Data Protection Policy
- Government of Jersey: Jersey Schools Review Framework Handbook (September 2025)
- Safeguarding Policy
- Quality Assurance Policy

Policies are linked on the Hautlieu School website and can be found here:

<https://www.hautlieu.co.uk/policies/>

## [Links to UNCRC – Rights Respecting Schools](#)

### **Article 3 – Best Interests of the Child**

- All decisions and policies must prioritize the best interests of the child. This underpins the entire behaviour policy framework.

### **Article 12 – Respect for the Views of the Child**

- Children have the right to express their views in matters affecting them, and those views should be taken seriously. This supports restorative practices and pupil voice in behaviour management.

### **Article 28 – Right to Education**

- Children have the right to education, and schools must promote discipline in a way that respects the child's dignity. This supports positive behaviour strategies rather than punitive ones.

### **Article 29 – Goals of Education**

- Education should develop every child's personality, talents, and abilities to the fullest. Behaviour policies should encourage growth, not just compliance.

### **Article 2 – Non-Discrimination**

- All children have rights regardless of race, gender, disability, or background. Behaviour policies must be fair and inclusive.

### **Article 6 – Right to Life, Survival and Development**

- Encourages policies that support emotional and social development.

### **Article 16 – Right to Privacy**

- Behaviour management should respect children's privacy and dignity.

## Appendices

### **Appendix A:** Government of Jersey: Jersey Schools Review Framework Handbook (September 2025) – Information relevant to students eligible for Jersey Premium funding

Within any individual setting, consideration will be given to how well a school identifies the needs of pupils eligible for Jersey Premium and then provides to meet these needs (paraphrased, page 9).

At a point of review, information will be gathered on the use of Jersey Premium (including considering the school's JP Strategy Statement) in relation to the level of funding received, how leaders spend this and their rationale for doing so and the impact that this has had on learning, progress and the personal development of the pupils.

Reviewers will take account of the progress made by pupils entitled to Jersey Premium funding by the end of the key stage compared with other pupils with similar starting points. They will note the degree to which these pupils achieve at least in line with expectations for their age. Where there are gaps between the progress of these pupils and others, and consequently in their attainment, reviewers will consider whether these differences are narrowing over time because of the use of Jersey Premium funding.

Reviewers will consider the impact of the school's use of Jersey Premium funding and the degree to which this has enabled pupils to reach the expected standard for their age or to tackle work with greater depth and challenge.

Where Jersey Premium funding is used to support pupils with special skills or aptitudes, reviewers will report in general terms on the effectiveness of the provision made.

### **Appendix B:** Jersey Premium: Strategy Statement, Hautlieu School 3 Year Plan (January 2026 – December 2028)

<https://www.hautlieu.co.uk/parentsstudents/jersey-premium/>

**Appendix C: Challenges (Jersey Premium Strategy 2026 – December 2028)**

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Staff knowledge, understanding, and confidence in identifying and responding to the academic and personal development barriers faced by disadvantaged students can be variable, leading to inconsistent inclusive practice across the school.
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. Parental understanding of attendance expectations and the link between attendance and achievement is inconsistent.
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, and variable parental engagement can make it difficult to identify and address individual barriers effectively.

## **Appendix D:** The EEF Guide to Pupil Premium

[https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-%202024.pdf?v=1727884053)

### *The 'Tiered Approach'*

As outlined in the 'Statement of Intent' our Jersey Premium strategy adopts the tiered approach, endorsed by CYPES and formulated by the EEF, to prioritise and balance the essential elements to enhance the successful outcomes for our disadvantaged students.

- *High quality teaching:* At the foundation of this approach is a commitment to high-quality teaching. Ensuring that every classroom has an effective teacher, and that teachers are continuously supported to develop their practice, is the single most important driver of attainment, particularly for socio-economically disadvantaged students. Investment in professional development, support for early career teachers, and the recruitment and retention of strong teaching staff should therefore be a top priority for Jersey Premium spending.
- *Targeted academic support:* Research shows that providing structured, curriculum-linked support can significantly improve outcomes for pupils who are not making expected progress. This may include one-to-one or small-group interventions, guided practice, or additional teaching assistant support, always carefully designed to complement classroom teaching. Effective use of targeted support depends on teachers and support staff working together to address specific barriers to learning.
- *Wider strategies:* Significant non-academic challenges – such as attendance, behaviour, and social and emotional learning – can have a negative impact on academic outcomes. Addressing these wider barriers is therefore an essential element of any strategy to support disadvantaged students. The particular priorities will vary depending on the school and community context, but they may include pastoral support, family engagement, wellbeing initiatives, and opportunities to enrich cultural capital.

## The EEF Guide to Pupil Premium: The tiered approach to Pupil Premium spending

[https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the\\_tiered\\_approach\\_to\\_pupil\\_premium\\_spending.pdf?v=1726139801](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801)



**Appendix E:** Evidence brief: Using research evidence to support your spending decisions

[https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-%20evidence%20brief.pdf?v=1726046314)

**Appendix F:** Using pupil premium: Guidance for school leaders

[https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using\\_pupil\\_premium\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf)

### **Appendix G: Accessing Information**

Staff are expected to use the school's management information systems to identify and support disadvantaged students:

- SIMS – Jersey Premium eligibility is shown within each student's record under Additional Information. Staff can filter groups, or class lists to view disadvantaged students.
- Go4Schools – Jersey Premium indicators appear on class lists and seating plans. Staff can apply filters to highlight disadvantaged students for monitoring and planning purposes.
- SharePoint – using secure password, this information is sent out at the beginning of each academic year, this information is not "live"
- Provision Map – Jersey Premium eligibility is shown in each student profile, this information is not "live"

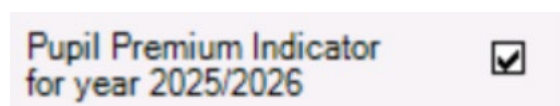
If staff unsure how to access this information using the above systems, they should seek guidance from their HOD/HOF or the Data Manager in the first instance.

It is the responsibility of all staff to view this information sensitively ensuring that no confidential information is displayed on classroom screens.

#### **SIMS:**

##### **a. Check an individual student**

1. Open SIMS → Focus → Student → Student Details.
2. Search for the student and open their record.
3. In the left-hand panels, open Additional Information (or Student → Additional fields).
4. Look for the Pupil Premium Indicator field/flag.



***b. View Demographic Groups in your SIMS registers (useful for class teachers and mentors)***

- 1. Go to Tools → Setups → Attendance Setup → Module Setup.*
- 2. In Defaults for Specific Routines select the Student Identification Columns you wish to view when you open your registers on SIMS for every class.*

***c. View the full JP cohort (useful for HOD/HOF/KS Leads)***

- 1. Go to Reports → Student List → General Student List.*
- 2. Select Filter.*
- 3. Select Other Fields → Pupil Premium Indicator (double click).*
- 4. In the Value box, write YES, then OK.*
- 5. This list can be exported as an Excel document.*

***Go4Schools:***

***a. View Demographic Groups in your markbooks***

- 1. Open the markbook for the specific class/cohort that you would like to view.*
- 2. Select Choose specific columns...*
- 3. Select Demographic → 2026.*
- 4. Select the Demographic Groups you wish to show on your markbook.*
- 5. Select OK.*

***View JP students on your seating plans***

- 1. From your class, open Seating plan.*
- 2. Select Change View → Detailed → OK.*
- 3. Select Add/remove additional fields.*
- 4. Select Demographic → 2026.*
- 5. Select the Demographic Groups you wish to show on your seating plans.***

## ***Appendix H: Confidentiality and Sensitivity***

Staff members at Hautlieu School will have access information on various platforms to indicate which students are eligible for Jersey Premium funding (as appropriate for their roles). It is essential that this information is treated confidentially and sensitively in all aspects of our work to support disadvantaged students in line with the Data Protection Policy.

Schools need to remain aware that when pupils are identified as eligible for Jersey Premium, this status necessarily conveys socio-economic information about their family background. Staff members will be issued with guidance regarding good practice in discussing Jersey Premium within the school context and with families. This guidance will also include information on how families will be informed that their child/ren are eligible for Jersey Premium.

The Assistant Headteacher with the responsibility for Jersey Premium will write to all parents of eligible students in the September of each academic year. Subsequently, all staff will be updated with any information if a family/student does not wish for this information to be discussed with a student in school. All conversations with students/parents/carers regarding their disadvantage must take place in private and written communications to students/parents/carers must discuss "eligibility" to the Jersey Premium budget, not "entitlement". It has been confirmed by CYPES that they write a letter to the parents of students who are eligible for Jersey Premium to give them the opportunity to withdraw from further support under Jersey Premium. If the parents of the child/children who is eligible do not live together, CYPES write to both parents – so that all those with parental responsibility are aware of the child/children's eligibility for support.

## ***Appendix I: Diagnosing our Student's Needs***

For our disadvantaged students to be a priority and to ensure that support is equitable, the needs of each individual student must be identified. This can be achieved through reviewing the following information:

- Attendance data, to include levels of persistent absence and internal absence from lessons
- Progress and attainment records
- Teacher and mentor feedback on student engagement and participation
- Behaviour and exclusion data
- Student and family feedback to identify strengths and challenges
- Well-being, mental health and safeguarding updates
- Knowledge of access to technology, curricular and co-curricular resources

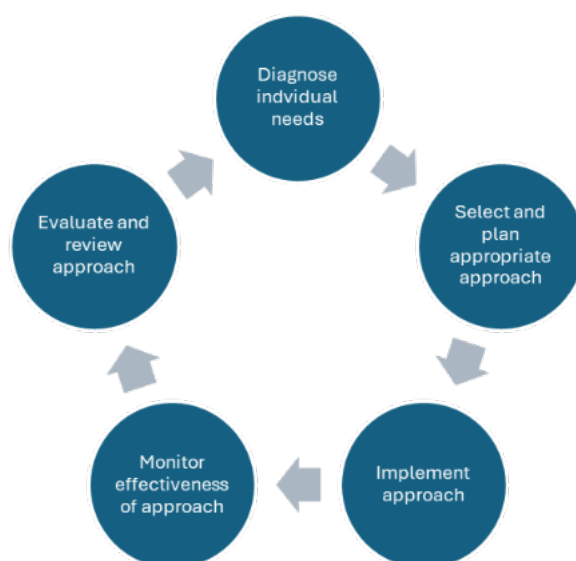
## Appendix J: 'Menu of approaches'

It is recommended by the EEF that the funding is used to implement 'The menu of approaches' in conjunction with the tiered approach as appropriate for each school setting. When selecting approaches from the menu, the following should be considered:

- Effective identification of student needs, for example, through diagnostic assessment
- Appropriate selection of approach and effective planning for successful implementation. **Once the barriers and challenges to the progress and personal development of disadvantaged student/s have been identified using internal and external data in collaboration with teams (SEN, MLL, G&T, Safeguarding and Wellbeing) the appropriate approach can be selected. Interventions must be needs-based, personalised, and evidence-informed**, not identity-based. The approach should also include opportunities to build cultural capital and engage in extra-curricular activities.
- Implementation of selected approach
- Effective monitoring and evaluation of approaches, the effectiveness of interventions will be evaluated against:
  - Evidence of improved academic progress
  - Improvements in attendance, wellbeing, and engagement
  - Cost-effectiveness relative to outcomes

Staff must contribute to evaluation by recording and reporting impact via departmental systems and to the Assistant Headteacher with the responsibility for Jersey Premium.

In line with the EEF recommendations this will ensure a consistent and reflective cycle to support disadvantaged students.



<b>The menu of approaches</b>	
You should select approaches from the menu, informed by your diagnosis of pupil need and what the evidence says is effective for improving their attainment, following steps 1 to 3 of the 5-step approach.	
<b>3 tiers</b>	<b>Approaches you can implement</b>
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents