

Les Quennevais School



Jersey Premium Evaluation 2023

Cohort & Funding	2023
Jersey Premium Budget	£184,000
Total number of pupils	856
Number of pupils eligible for Jersey Premium	159 (171 including 12 CLA/PCLA) Y7 28(14% Y8 44 (25%) Y9 37 (21%) Y10 26(18%) Y11 36 (23%)
% of pupils eligible for Jersey Premium	20 %
Publish date	January 2023
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Quality of Teaching for All			
Project/Activity	Rationale/Aim	Expected outcomes/success criteria	Evaluation
Dedicated member of staff to act as the JP champion - the Closing The Gap (CTG) Coordinator	<ul style="list-style-type: none"> One member of staff to be responsible to monitor the progress of all JP students and close the gap between JP and non JP attainment to ensure a consistent approach. The CTG has close working with other school roles e.g. DI, HoD (especially the Core), EWO HoY, HoG, CTG Administrator, Inclusion Team, and the RSL. 	<ul style="list-style-type: none"> One member of staff to have an over view of all students in JP and their progress and coordinate all bids and spending for the JP strategy to meet the needs of JP students. All interventions to be evaluated for impact. 	Effective at leadership and delegation of funding and strategy.
The PIXL Club membership to provide best practice and resources for closing the learning gap	<ul style="list-style-type: none"> CPD Opportunities for staff and support staff, with the emphasis on promoting attainment and closing gaps. Ensure there are high expectations for all students and that there is high quality teaching. Research shows that the biggest impact on the progress of disadvantaged students is quality CPD and subsequent quality first teaching. 	<ul style="list-style-type: none"> To continue to secure outstanding teaching. Monitor the impact of CPD on departments and the progress gap between JP and non-JP students. 	<p>CPD continued within school from members of staff and staff completed a variety of CPD online from National Collage and We are Beta.</p> <p>The progress gap between JP and Non-JP closed for the 2023 cohort. P8. P8 for JP was 1.41, non-JP 1.16 (difference +0.25)</p>
SA post to support departmental CPD	<ul style="list-style-type: none"> Dedicated member of staff to provide specific, targeted CPD based on requirements of students, individual departments and whole school needs. 	<ul style="list-style-type: none"> Progress and attainment data will reflect the areas that have been targeted. Progress gaps between JP and non-JP will close over time in the subject. 	<p>LSA's have continued training sessions working on literacy and whole school reading program. These sessions were held for LSA's that support students in English but also are tutors closing the gap for identified students and Year 7 students within form time reading. LSA's have continued to worked with subject staff in Collaborative Planning to support retrieval practice.</p> <p>The progress gap between JP and non JP students closed in 2023 in English. JP students in English for Grade 4+, JP students 90.91%. JP student outperformed Non-JP 85.71%. JP students English 5+ 78.79% compared to non-JP 73.11%. The value added for JP students was 3.08 compared to 11-16 school -0.39 and all other Jersey schools -0.10.</p>

Quality of Teaching for All

Project/Activity	Rationale/Aim	Expected outcomes/success criteria	Evaluation
<p>SA post to close learning gaps in Maths</p>	<ul style="list-style-type: none"> Respond to Maths progress and attainment data to close learning gaps. E.g. create intervention groups as needed, focusing on progress of JP students in Maths. MER and assessment data will track and monitor progress of selected students in Maths. 	<ul style="list-style-type: none"> Assessment scores for JP students improve towards the expected levels for their age group. Intervention programmes address the gaps in learning, accelerate progress and raise attainment. JP students who are identified as underachieving will be targeted to accelerate their progress through interventions and support. JP students will make the same or better progress than non-JP students. 	<p>The Maths department have continued to run targeted morning interventions for Year 11 and Year 10. This was extended and a second intervention was introduced for year 9 and Year 10 once Year 11 had finished.</p> <p>Intervention for 2023 cohort</p> <p>January 2023 – 5 week intervention. 15 students were selected by those that were targeted a 2 or 3.</p> <p>February 2023 – 6 week intervention 10 students were selected with a target grade of 3. The units chosen were grade 4 skills.</p> <p>April 2023 – 6 week intervention 11 students identified with a target of a grade 4. The intervention focused of grade 4 and 5 skills.</p> <p>Across the interventions for the 2023 cohort the overall JP attendance was 80% this was greater than the non-JP attendance (76%). The progress for JP students was 75% for those who completed the final assessment, Non-JP 59%. Of the 36 students identified for morning maths, 19 (52%) of the student were JP.</p> <p>In a Year 11 student voice survey for morning maths the respondents said they felt morning maths has increased confidence and outcomes.</p> <p>JP students out performed non-JP students in Maths 4+. 72.73% of JP students achieved a 4+ compared to non-JP (71.43%). Value added for JP students at Les Quennevais 1.49 compared to other 11-16 schools on Island 0.38 and all other schools 0.33.</p> <p>Intervention for 2024 cohort</p> <p>In year 10 there were 2 intervention groups, 20 students in total (30% JP). 10 students were identified for a 4 week intervention who were identified from Raising Standard Team meeting. These group were selected by underachieving on target grade and students predicted to get their English GCSE 4 or above but not achieving their 4 target in Maths. A second group were identified of 10 students for a 5 week intervention working below their target grade of 4/5.</p> <p>The overall attendance was 67%. JP attendance was 58% and non-JP 74%. The progress for JP students was 57% for those who completed the final assessment, Non-JP 92%.</p>

Quality of Teaching for All			
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			<p>The first examination date in 2023 changed from January to November. 5 groups were identified for a 7 week intervention in the Autumn term. A total of 43 students were selected, 27% were JP students. The total percentage of JP student in Year 11 cohort is 18%. The students were identified on 3 levels of need; target 5, target 4 and target 2/3. The aim was for student to achieve their target grade or above in the November exam.</p> <p>The overall attendance of the groups was 69%, the JP attendance was 65% compared to non-JP 74%.</p> <p>55 % of the students in intervention achieved a 4 or 5 in the November examination. 51% met or exceeded their target grade. 57% of the JP students achieved a grade 4 or 5, compared to non-JP 55% in the November examination. 43% of JP student met or exceeded their target grades.</p> <p>Morning Maths will continue in February 2024 – 4 groups have been identified and the content and challenge of each group will be based on skill gaps identified from the November exam.</p>
SA Post to close learning gaps in English	<ul style="list-style-type: none"> Respond to English progress and attainment data to close learning gaps. E.g. create intervention groups as needed, focusing on progress of JP students in English. MER and assessment data will track and monitor progress of selected students in English. Students highlighted form the no more marking strategy. 	<ul style="list-style-type: none"> Assessment scores for JP students improve towards the expected levels for their age group. Intervention programmes address the gaps in learning, accelerate progress and raise attainment. JP students who are identified as underachieving will be targeted to accelerate their progress through interventions and support. JP students will make the same or better progress than non-JP students. 	<p>No more marking was not used as a tool in 2023.</p> <p>A new appointment for the role will be made 2024.</p>
Total cost		25,000	

Targeted Academic Interventions			
Project/Activity	Rationale/Aim	Expected outcomes/success criteria	
CTG administrator to support with intervention.	<ul style="list-style-type: none"> The CGT administrator will respond to the needs of JP students through monitoring intervention. 	<ul style="list-style-type: none"> Students will show a positive impact through attendance and 'soft' data. Improved attainment through targeted support. Increased rates of progress. 	The attendance of students for morning interventions in Maths and Science has increased from 2021 from 67% to 70% in 2023.
JP dedicated LSA to work with JP and non-JP students	<ul style="list-style-type: none"> The LSA will work with students in 1:1 or small groups. The LSA will respond to the learning needs of students as they arise. Students identified using GL assessment data and effort data at KS3. Following data drops use progress and effort data to identify any 1:1 intervention required. 	<ul style="list-style-type: none"> Students will show a positive response through attendance and 'soft' data. Improved attainment through targeted support. 	<p>The JP dedicated LSA worked with 12 students. 7 students in identified lessons to support needs with low literacy in KS4 and 2 at KS3. 9 students have in class support.</p> <p>In addition 3 students have 1:1/small group intervention with the JP LSA. These sessions focused on knowledge retrieval, pre-teaching, homework and literacy skills.</p> <p>Overall the JP students positive behaviour points have increased from 2021, (1022) to 1034 in 2022 and 1042 in 2023.</p>
Target low levels of literacy with Lexia and Reading Plus	<ul style="list-style-type: none"> Literacy for JP students at KS3. Previous school data has shown that Lexia has an impact on students allowing greater access to the wider curriculum. 	<ul style="list-style-type: none"> Previous data shows that students reading ages and progress improves by targeted literacy support. Students make progress in the reading programmes of Lexia and Reading Plus. Track data and progress of these students to show impact on reading ages. 	<p>Lexia Core Year 7 100% of the JP students made 1 or more LEXIA levels of progress.</p> <p>Lexia Year 8 100% of the 15 students made 2 or more levels of LEXIA progress.</p> <p>Reading Plus Year 9 100% of the students made 1 or more level of Reading Plus progress across the three disciplines, Word study, Grammar and Comprehension.</p>
Target low levels of numeracy	<ul style="list-style-type: none"> To use IXL Maths for KS3 for targeted personalized tasks to address misconceptions or gaps in understanding. All students in KS3 to complete the diagnostic assessment to identify skills gaps. To use in 1:1 sessions with LSA's. Extend use to KS4 to compliment the established morning math's intervention. 	<ul style="list-style-type: none"> The numeracy gap closes in Maths to the same or better than non-JP students. 	See data from Math's Intervention Evaluation and Analysis.

Targeted Academic Interventions			
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Ensure JP students have access to IT provision, especially during times of blended learning	<ul style="list-style-type: none"> Survey new JP eligible students to enquire whether they have IT provision at home. No JP student should not be able to access their learning because of lack of IT access. Purchase new IT facilities for specific students. 	<ul style="list-style-type: none"> All JP students can access the curriculum both in and out of school where IT facilities are required. 	<p>19 JP students (12% of the total JP students) have access to a loaned device (iPad KS3 and Chrome book KS4). The JP coordinator identified these students from Student Information Sharing meeting where homework had been flagged as a concern by Head of Year, Educational Welfare Officer, Director of Inclusion or technology Enhanced Learning Lead.</p> <p>The average number of negative behaviour points for reduced from 157 (2021) to 67 (2023) across the year groups.</p>
Increased attainment for students in Science to reduce the gap	<ul style="list-style-type: none"> Re-subscribe to Educake Supports ongoing retrieval of key knowledge in Science. 	<ul style="list-style-type: none"> The learning gap in Science is closed. Educake will show the same or better progress for JP students. eAQA will show this in question analysis between JP and non-JP questions. Usage monitored by class teacher. 	<p>Over 583,730 questions were attempted across the school in 2023, this is a 10% increase compared to 2022, 75.3% questions were answered correctly and increase from 2022 (68.7%). Of the top 5 Year 11 users of Educake, 2 were JP (40%).</p> <p>JP students out performed non JP students in Science. Students that achieved 2 GCSE's at grade 4+ JP (66.67%) Non-JP (66.39%).</p>
GCSEPod to support learning especially for Years 9,10,11	<ul style="list-style-type: none"> Students to have access to additional revision resources. GCSEPod usage to allow learning outside of the classroom. Proved to be invaluable during Lockdown 2020, and with students isolating or shielding in 2021/22. It is being used by subjects for blended learning. 	<ul style="list-style-type: none"> Access data will show similar usage by JP and non-JP students. 	<p>GCSE-pod total usage was 2958 Pods watched in 2023. Total streamed was 2175 which was an increase of 26% from 2021.</p> <p>13 subjects used GCSE Pod. Subjects usages over 100 were ICT, History, Geography and Religious Studies.</p> <p>The overall student that streamed the most pods was a JP student (101 videos streamed).</p>
DEC and DT technology within the department	<ul style="list-style-type: none"> All JP students have access to the technology for the GCSE course. 	<ul style="list-style-type: none"> JP students will make the same or better progress than non-JP students. 	<p>100% of the JP DEC students achieved 7 (Non-JP 85%) and 57.14% achieved 4+ in DT Non-JP (52.17%). JP students out performed non JP students in DT/DEC.</p>
Elevate Education	<ul style="list-style-type: none"> All Year 11 Students have access to Study Skill programmes leading to their GCSE Exams – lecture and workshop format delivered in school. Parents have free access to online lectures and tutorials of how to support their children in study and revision skills. 1:1 coaching provided in school for 	<ul style="list-style-type: none"> JP students will make the same or better progress than non-JP students. Students will show a positive response through attendance and 'soft' data. Improved attainment through targeted support. 	<p>The first lecture for Cohort 2023 took place in November. The second lecture took place in February 2023.</p> <p>In a Year 11 student voice survey 62% of students agreed that the sessions had supported them with independent study, with 25% strongly agreeing. 63% agreed and 37% strongly agreed that the sessions were helpful in their progress towards revision and that they would also recommend the course to other students.</p> <p>33% of the students attending the 1:1 coaching are JP, this is higher than the</p>

Targeted Academic Interventions		
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	identified students.	total percentage of JP student in the school (20%). In a student voice for the 12 students that have 1:1 coaching 75% agreed that the 1:1 coaching provided them with tools for independent study skills leading.
Total cost		£95,000

Wider Strategies			
Project/Activity	Rationale/Aim	Expected outcomes/success criteria	
Improve attendance and punctuality for those students eligible for JP	<ul style="list-style-type: none"> EWO role to support the work of the CTG coordinator, focusing on JP students. Communication between school and home to improve attendance. Attendance plans will be completed with students and parents for those with persistent low attendance rates. Students will be raised at RAT/student support if there are issues. 	<ul style="list-style-type: none"> Termly attendance reports will show that JP students have the same or better than non-JP students (school aim 96%). Attendance plans will be monitored every two weeks and specific interventions put in place. 	<p>Early Help EWO lead of for 3 JP Early Helps in 2023.</p> <p>CIN & CP EWO has managed 3 JP CIN/CP cases in 2023.</p> <p>Attendance Plans EWO has managed 5 cases of which 60% were JP attendance Plans from 2023. Of these 60% are still on attendance plans a decrease from 2022 (71%).</p> <p>Individual bespoke work EWO has worked with 21 JP students 2022. These are bespoke sessions based on students' needs and consisted of 1:1 meeting with students completing Decider Skills, meeting with parents or other professionals.</p>
Appoint a full time role to support students' mental health and well being	<ul style="list-style-type: none"> Improve wellbeing for vulnerable students through targeted therapies, responding to individual's need. SEMH students have the lowest attainment and progress. Identify any student in this crossover group needing support. Work 1:1 and small group targeted support. 	<ul style="list-style-type: none"> Improvement in Attendance, engagement, motivation and aspiration. Use of hard and soft data. Students reviewed at Inclusion and RAT for intervention and impact. Attainment and progress for individual students improves. 	<p>Appointment to be made in 2023 for a Teach of SEMH.</p> <p>The teacher of SEMH worked with 19 individual students on a 1:1/small groups, 11 student were JP (68%). All student negative behaviour points reduced and attendance improved.</p> <p>6 Year 11 student had 1:1 intervention, 4 in Textiles/Art and 2 in knowledge retrieval, pre-teaching and homework. 4 JP students and 2 non-JP students – all are in education or employment.</p>
JP students may need support with self-esteem, focusing on enrichment and access to the curriculum	<ul style="list-style-type: none"> Use outside professionals for 1:1 or small groups work for targeted intervention for social/emotional/behaviour. Train in-school staff for the Decider course to provide this small group support to respond to the needs of students quicker. 	<ul style="list-style-type: none"> 'Soft' and 'hard' data (depending on need) shows impact on students. In-school provision means students can have needs met in a more timely manner. 	<p>In 2023 ?? students had 1:1 or small group work with outside agencies. Of these ?? were JP, 8 Non-JP. The number of JP students accessing targeted intervention (??%) is higher than the total percentage of JP student in the school (??%).</p>

Wider Strategies			
Project/Activity	Rationale/Aim	Expected outcomes/success criteria	
JP students may not have the access to equipment needed for learning	<ul style="list-style-type: none"> Some JP cannot access the curriculum and learning. Provide bespoke learning resources based on need e.g. Basic learning equipment, calculators, revision guides, books, bus passes, music lesson, work books for core curriculums. All students assessed for their needs as they arise. 	<ul style="list-style-type: none"> JP students can access all learning opportunities and are not hampered by equipment. Evidenced by Classcharts data. 	<p>Purchase of equipment has continued. This year 6 JP students in Year 10/11 received music lessons to support their Music GCSE qualification.</p> <p>2023 Cohort – GCSE Music JP students matched the performance non-JP students in Music. 80% of JP students achieved a 5+ compared to non-JP (70%).</p>
JP students may not have access to same enrichment opportunities	<ul style="list-style-type: none"> Trips and enrichment opportunities in the curriculum carefully monitored for JP and uptake, with assistance given if required. All students assessed for their needs as they arise and must be able to show a clear impact. 	<ul style="list-style-type: none"> JP students can access all learning opportunities and are not hampered by equipment or opportunities. No JP student misses out on important cultural experiences due to disadvantage. 	<p>JP students taking part of Duke of Edinburgh in Year 10 was 8.6%, in Year 9 this increase to 61%. 12% of the school show was made up of JP students, 15% Non-JP. 15.4% of the Year 11 student leadership team JP students.</p>
All JP students post-16 choices and transfers are carefully checked and support given if necessary	<ul style="list-style-type: none"> Identify students who may require earlier intervention. Identify students who may need additional visits and support in post-16 choices. Include Skills Jersey/Skills Coach where appropriate. Organise and provide any extra post-16 visits. 	<ul style="list-style-type: none"> No JP student is a NEET. All JP students are placed on a suitable post-16 course. 	All JP students made a Post-16 application and were given a Post-16 offer.
STEM responsibility for extra-curricular experiences to promote Science, Technology, engineering and Maths	<ul style="list-style-type: none"> Responsibility within DT for a targeted role in STEM activities. 	<ul style="list-style-type: none"> Track and monitor attendance of JP students and their progress in STEM Club. Assess impact on the wider STEM curriculum. 	Due to staffing changes this role has now been passed to someone else so evaluation is not possible.
For our		£64,000	

Selected strategies are based on national research e.g. EEF and are evaluated for impact at LQS.

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