

Les Quennevais School



Jersey Premium Strategy 2024

Cohort & Funding	2024
Jersey Premium Budget	£198,000
Total number of pupils	863
Number of pupils eligible for Jersey Premium	169 (178 including 9 CLA/PCLA) Y7 45 (25%) Y8 28 (14%) Y9 42 (24%) Y10 37 (23%) Y11 26 (18%)
% of pupils eligible for Jersey Premium	21%
Publish date	January 2024
Review date	June 2024
Jersey Premium lead	Krysia Le Marquand and Claire Freeman

Quality of Teaching for All		
Project/Activity	Rationale/Aim	Expected outcomes/success criteria
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.
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.
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.
SA post to close learning gaps in Maths	<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.
SA post to close learning gaps in Science KS3	<ul style="list-style-type: none"> Respond to Science KS3 progress and attainment data to close learning gaps. E.g. create intervention groups as needed, focusing on progress of JP students in Science. MER and assessment data will track and monitor progress of selected students in Science. 	
SA post to close learning gaps in Science KS4	<ul style="list-style-type: none"> Respond to Science KS4 progress and attainment data to close learning gaps. E.g. create intervention groups as needed, focusing on progress of JP students in Science MER and assessment data will track and monitor progress of selected students in Sciences. 	

Quality of Teaching for All		
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SA post to develop Awe and Wonder in Science	<ul style="list-style-type: none"> Use practical work and experiments to help root scientific theory and knowledge into reality. Research shows that the attainment gap in science is greater in disadvantaged students at KS1 with the gap increasing at secondary school. Studies have show that practical Science engages students and has positive impact on the development of specific practical skills. 	<ul style="list-style-type: none"> Progress and attainment data will reflect the gap closing for JP and Non-JP students in Science. Students will show a positive impact through attendance and 'soft' data.
SA post for Leads in Science disciplines	<ul style="list-style-type: none"> Improve the Science curriculums using expert explanation using subject knowledge across KS3 and KS4 MER and assessment data will track and monitor progress of selected students in Science. 	<ul style="list-style-type: none"> To continue to secure outstanding teaching in Science. Monitor the impact of curriculum and the progress gap between JP and non-JP students. Attainment gap in Triple Science will close between JP and Non-JP.
Total cost		£90,000

Targeted Academic Interventions		
Project/Activity	Rationale/Aim	Expected outcomes/success criteria
SA post for Vocational Coordinator to work with JP and Non-JP students	<ul style="list-style-type: none"> The Vocational Coordinator will respond to the needs of students though bespoke timetable and work placements. The Vocational Coordinator will work with students in 1:1 and small groups. Student identified using behaviour, attendance, progress/attainment effort data. 	<ul style="list-style-type: none"> Students will show a positive impact through attendance and 'soft' data. Improved attainment and progress through targeted support.
JP dedicated Learning Mentors to work with JP and non-JP students	<ul style="list-style-type: none"> The learning mentor will work with students in 1:1, small groups or provide in class support. The learning mentor will respond to the learning needs of students as they arise. Students identified using behaviour, attendance, GL assessment data and effort data at KS3. 	<ul style="list-style-type: none"> Students will show a positive response through attendance and 'soft' data. Improved attainment and progress through targeted support.

Targeted Academic Interventions

Project/Activity	Rationale/Aim	Expected outcomes/success criteria
	<ul style="list-style-type: none"> Students identified using behaviour, attendance, attainment and assessment data at KS4. Following data drops use progress and effort data to identify any 1:1 intervention required. 	
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.
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.
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.
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.
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 identified students. 	<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.
Total cost		£70,000

Wider Strategies

Project/Activity	Rationale/Aim	Expected outcomes/success criteria
Full time Teacher of SEMH	<ul style="list-style-type: none"> • 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.
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.
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.
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.
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.
Literacy Strategy launch	<ul style="list-style-type: none"> • To improve reading for all and enable them to access the curriculum. • Identify students for reading fluency programme. 	<ul style="list-style-type: none"> • 80% of students show improvement in reading age in NGRT. • JP students selected for reading fluency programme will make the same or more progress compared to Non-JP students.
For our		£38,000

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

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