

Jersey Premium strategy statement

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

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

School overview

Detail	Data
School name	Jersey College for Girls
Number of pupils in school	761
Proportion (%) of Jersey Premium eligible pupils	5.1%
Academic year/years that our current Jersey Premium strategy plan covers	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Carl Howarth (Principal)
Jersey Premium lead	Felicity Williams (Financial Assistance Co-ordinator) and Simon Milner (Assistant Headteacher)

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£ 40,365
Total budget for this academic year	£ 40,365

Part A: Jersey Premium strategy plan

Statement of intent

Our ultimate objective for students eligible for Jersey Premium funding is that they are supported to live out the College's vision for students to the same extent as their peers:

Students leaving JCG at the end of their studies will enjoy life to the full, value their friendships and achieve balance in their lives. They will have a thirst for knowledge and already possess a broad understanding of the cultural, historical, geographical and scientific events and ideas which have fashioned their island and their world, and an eagerness to discover more. They will have a good range of hobbies and interests, including the Arts and sport, which they want to pursue. They will be rigorous and imaginative thinkers.

They will leave us with an excellent record of achievement for an academically demanding course at university or employment which will lead to a stimulating career. They will have the ambition, motivation and staying power which will equip them to study independently and successfully at either. They will apply for internships, work experience and voluntary work in their holidays.

They will have grown as individuals who are happy, well-mannered and able to find fulfilment in their service to others. They will be thoughtful, open-minded and be able to lead. They will be conscious of the advantages they have enjoyed and of the opportunities and obligations such advantages should bring. They will want to have a positive impact on their community and the world.

They will have happy and lasting memories of their time at College and an admiration for those people who have nurtured and shaped their learning.

This vision is underpinned by our core values of **aspire, inquire, excel** and **belong**; these values, in turn, are the key principles of our strategy plan. Individual outcomes identified in the strategy plan are linked to these values, and all of the planned actions are designed to ensure that all students can aspire, inquire, excel and belong in a learning environment that is stimulating, challenging, nurturing and inclusive.

Our approach is child-centred, needs-led and bespoke. The direct work with families, undertaken by our Financial Assistance Co-ordinator, allows us to investigate, anticipate, and address the learning needs and wider aspirations of families eligible for financial assistance (including JP funding). This highly individualised approach is reflected in the relatively large amounts of funding allocated to targeted academic support and wider support of individual wellbeing, as opposed to funding of more generic teaching activities.

Several objectives from the College's 2023-2024 School Development Plan are particularly pertinent to our ongoing work with students eligible for JP funding:

- Engage parents in the science of learning through a series of parent information evenings
- Actively invite students to engage in acts of service to embed and extend their mindset of civic participation

- Ensure that staff regularly use Provision Map and are fully aware of students' individual learning needs so that lessons are planned to accommodate the students' normal way of working

In addition, the SDP states our aim of ensuring all 'subgroups of students [including those eligible for JP funding] make progress in line with their cohort'.

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium funding.

Challenge number	Detail of challenge
1	Removing individual barriers to academic progress and attainment, to ensure students eligible for JP funding can access the highest grades at GCSE and A level in line with their cohort average.
2	Ensuring complex individual needs are met. Many of the students eligible for JP funding also appear on our Inclusion Registers for additional teacher monitoring or SEN support beyond the classroom. Our largest category of need is SEMH; for some of the students affected, maintaining good attendance is a challenge.
3	Embedding and consolidating the participation of students eligible for Jersey Premium Funding in co-curricular activities, including opportunities to serve others.
4	Embedding and consolidating the engagement of students eligible for Jersey premium funding with leadership opportunities.
5	Identifying and addressing bespoke, individual needs outside of any wider patterns of need. Detailed student profiling continues to reveal individual learning needs, including access to resources, support and experiences.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students sitting public exams are fully prepared – in terms of their knowledge, skills, aspiration and character – to access the highest grades. Aspire, Inquire, Excel.	Outcomes for students eligible for JP funding are in line with or exceed the average for their cohort.

Further enhancements, responsive to evolving student need, are made to the wellbeing and learning support provided to students identified on Provision Map. Excel, Belong	All students have access to timely and appropriate support to promote their progress and welfare.
Alongside the wider co-curricular experience, all students (100%) participate in acts of service to the College or wider community. Aspire, Belong	Measured through student surveys and focus groups.
All students are supported to access opportunities to develop as leaders. Aspire, Belong	Students eligible for JP funding should be fully represented in all aspects of student leadership positions and experiences, and they should benefit from opportunities designed to facilitate their participation.
Detailed knowledge of the needs of families eligible for JP funding is maintained, extended and updated to ensure individual needs can be met. Belong	Dialogue with students and families – as well as data relating to student progress and welfare – indicates that individual needs are met.

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: £ 2,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund professional learning related to student wellbeing, metacognition and SEN	<p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>, identifies 'metacognition and self-regulated learning as 'core elements to focus on' in addressing 'the impact of socioeconomic disadvantage on learning' (p. 14).</p>	1,2
Support input for students on mental health, wellbeing, self-regulation and mental health (through assembly and tutor programmes, PSHE etc. with content	<p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF on social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>, identifies 'metacognition and self-regulated learning as 'core elements to focus on' in</p>	1,2

aligned to in-class practice)	addressing 'the impact of socioeconomic disadvantage on <i>learning</i> ' (p. 14).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund additional learning and revision activities (e.g. holiday revision programmes, targeted tuition and booster sessions)	<p>EEF on one-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF on small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF on summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1, 5
Provide academic resources and learning tools to support and enhance student progress	Student profiles (informed by meetings with students and families) continue to indicate that some students lack access to resources needed to engage fully in learning within and beyond the classroom. Students' need also change over the course of their time in College, so this information must be continually updated so emerging needs can be met.	1,5
Fund targeted access to evidence-based Exam Pressure Solutions course, designed to	<p>EEF on meta-cognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,2,5

develop students' meta-cognition and self-regulation		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and refine our enhanced pastoral support (including the operation of the Individual Student Needs Hub and the	<p>EEF on mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Research indicates cognitive and SEMH benefits of peer mediation:</p> <p>https://www.scottishmediation.org.uk/young-talk/peer-mediation/what-does-research-say/</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'strong pastoral care is the foundation stone of a successful strategy' (p. 21) and goes on to reinforce the point that 'successful strategies to address disadvantage are built on strong pastoral care' (p. 103).</p>	2,4

work of student leaders, including Peer Mentors and Peer Mediators)		
Fund access to co-curricular activities (including music tuition) and service opportunities (including targeted invitations to engage in these activities)	<p>EEF on arts participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>DFE, research-led, guidance links co-curriculum and service opportunities to character education and states that 'schools which develop character well help drive equity and social mobility for their pupils':</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character Education Framework Guidance.pdf</p> <p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that 'to be successful, disadvantaged pupils will need to feel like they belong in our schools (p.45)</p> <p>Discussion with our students and families indicate that full involvement with the co-curriculum builds a sense of belonging.</p>	3
Fund activities in support	In our setting, >90% of students go on to university study. Students eligible for JP funding may face greater challenges in accessing activities to support decision-making, application and preparation.	1, 5

<p>t of university study (e.g. visits, taster days, resources, super-curricular learning)</p>	<p>See EEF insights into careers education: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	
<p>Promote leadership activities, including opportunities through leadership certification (e.g. through City and Guilds)</p>	<p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) notes that ‘pupils’ contributions to...wider school life should be encouraged and valued’ (p.31) and that ‘addressing disadvantage is about creating opportunities for pupils’ (p.104). In addition, student leadership promotes and requires the ‘independent, self-regulated learning’ advocated by <i>The Essex Way</i>. Engaging in leadership activities also fosters the relationships that ‘protect us when things are difficult and aid us to become resilient’ (p. 45).</p>	<p>2,3,4</p>
<p>Support parents/families to understand ways</p>	<p><i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> (2021) argues that ‘a key priority for all schools...should be to develop and approach to help work together in partnership with families’ (p.87).</p>	<p>1,2,5</p>

in which they can most effectively support the progress and welfare of their children		
Contingency fund for acute issues	Based on our experiences and those of other schools nationally, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 40,365

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2022 to 2023 academic year.

Jersey Premium Exam Results Analysis (Summer 2023)

A level

- Fewer than 7% of the cohort were eligible for JP funding
- All progressed to their first choice of post-18 destination (for 88% this was university study)
- All of these students completed a full programme of 3 (or more) Level 3 qualifications
- 75% of these students achieved one or more A level grades that were in line with or higher than their aspirational Alps targets

GCSE

- 3% of the cohort were eligible for JP funding
- All of these students eligible for JP funding achieved 5 x 9-4 grades
- All of these students have progressed to A level studies at post-16
- All of these students achieved at least a grade 5 in English and Maths (across the island, 71% of students achieved a grade 5 in English and 50% achieved this in Maths)
- Our Jersey 8 score for students eligible for JP funding 53.7: this score is 38.5 for students eligible for JP funding across the island
- Students in this group benefited from significant pastoral support, including through the Early Help process and Attendance Plans

The strong performance of this cohort reflects excellent progress from academic starting points and to post-16/post-18 destinations.

Achieving performance in line with the cohort at the very top-grade range for students eligible for JP funding is a focus for 2023-2024.

Review of Challenges (2022-2023)

Our previous strategy plan aimed to address the following specific challenges facing some of our students eligible for JP funding, in order to promote the strong outcomes identified above:

1. Removing individual barriers to academic progress and attainment, to ensure students eligible for JP funding can access the highest grades at GCSE in line with their cohort average.
2. Ensuring complex individual needs are met. Many of the students eligible for JP funding also appear on our Inclusion Registers for additional teacher monitoring or SEN support beyond the classroom. Our largest category of need is SEMH; for some of the students affected, maintaining good attendance is a challenge.
3. Removing any barriers to students eligible for JP funding having sufficient access to the wellbeing, belonging and leadership benefits of co-curricular activities
4. Removing any barriers to students eligible for JP funding accessing leadership opportunities.
5. Identifying and addressing bespoke, individual needs outside of any wider patterns of need. Detailed student profiling continues to reveal individual learning needs, including access to resources, support and experiences.

Amongst others, the following activities – supported or enabled by Jersey Premium funding – have contributed towards the intended outcome of mitigating some or all of these challenges, in order to achieve the outcomes detailed above:

- Creation of a permanent Financial Assistance Co-ordinator role to build on the excellent outcomes of the trial discussed in last year's review of outcomes
- Development of the Individual Students Need Hub (the use of which is now well established and systematically monitored)
- Student access to Prepare holiday revision classes and to 1-1 academic tutoring
- Exam Pressure Solutions course for students preparing for public exams
- University visits to successfully broaden access to higher education
- Student access to the co-curriculum, including music and drama tuition and residential trips
- Successful introduction of February half-term Creative Minds Leadership Camp
- Increased range of outdoor adventure activities (surfing club, Absolute Adventures) within our co-curricular programme
- Increased range of student leadership opportunities, including Lower School Kindness Ambassadors and Year 12 Peer Mental Health Educators
- Design of a Values Passport (launched September 2024) to guide students towards academic, service and enrichment activities that encourage them to live our values
- Introduction of Provision Map software to facilitate staff awareness of and access to all Individual Learning Plans (Pupil Passports being created from September 2024)
- Hosting of a Financial Assistance Parents' Information Evening to widen engagement and awareness of the support available in College

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

100% of families responding to our 2023 financial assistance survey strongly agreed or agreed that Financial Assistance at JCG had had a positive impact on their child's learning and / or wellbeing

Feedback from a parent, relating to the work of our Financial Assistance Co-ordinator:

When you are on the receiving end of requiring help or support it is often a very humiliating experience and how JCG and you approach parents and the support for our children is so refreshing and something that many organisations, charities and even Government could learn from. There is a huge divide between our household income and that of the majority of students but you have encouraged my daughter to take up opportunities with your support. We are indebted and cannot thank you enough.

From the College's self-evaluation of our Four-Year Strategy (2021-2024):

Jersey Premium (JP) and Bursary Coordinator [now Financial Assistance Co-ordinator] was appointed at Easter 2022, as a pilot project. Through this role, all parents in receipt of financial assistance were contacted to discuss individual needs. The feedback has been very positive and we decided to make this role permanent after a twelve-month trial. Financial assistance continues to be promoted at our Open Afternoons and at parent information evenings as well as through our website and advertising. The impact of this role has been that families receiving financial assistance develop a close working relationship with the Coordinator, which allows resources to be allocated in a highly targeted way to meet individual needs.

Following a series of surveys and targeted interventions in 2022-2023, no student in the College now reports that they are not engaging in co-curricular activity because a desired activity is not offered.

Further information (optional)

It will be noted that several of the challenges identified in this year's strategy are very similar to those addressed last year. This reflects our commitment to ongoing work, beyond the scope of one year, to make the structural and cultural shifts needed to address persistent types of need experienced by our students who are eligible for Jersey Premium funding.

An important strand of this year's School Development Plan is to enable students to live our values within a framework of character education. Whilst this work will not be dependant on Jersey Premium funding, it will play a key role in supporting three of the four 'core elements' identified in *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way*: 'Relationships...Metacognition and self-regulated learning...Social, emotional and mental health (SEMH)' (p. 14). The fourth 'core element', 'Language development and comprehension' (p.14), will be supported through another distinct but related School Development Plan priority: engage with Voice 21 to promote virtues, such as confidence, related to oracy.

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](https://www.gov.je/jersey-premium)