

Jersey Premium Evaluation: Jersey College for Girls

Jersey Premium is an allocation of additional funding provided to schools to support specific groups of students who are vulnerable to possible underachievement. The intended effect of this funding is to close the attainment gap between those who are eligible for Jersey Premium funding and those who are not.

Jersey Premium funding is paid directly to the College as we are best placed to assess what interventions would be appropriate to enhance the learning experience for the individual JP eligible students within our care. We work closely with parents and students to ensure that Jersey Premium funding is having a positive impact on students' attainment and wellbeing.

For more information on Jersey Premium, please visit:

<https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>

Summary Information

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| | 2019 |
| JP budget | £12,255 |
| Total number of students Y7-11 | 540 |
| Number of Y7-11 students eligible for JP funding Jan 2019 | 19 (3.5%) |
| Number of Y7-11 students eligible for JP funding Sept 2019 | 24 (4.4%) |

Attainment

Our data shows that there is currently no significant pattern highlighting a difference between the attainment of our Jersey Premium eligible students and non-Jersey Premium eligible students. Given the small number of students who are eligible for Jersey Premium funding, any individual attainment gaps cannot be taken as indicative of a general trend. Details of the attainment of Jersey Premium eligible students at GCSE are not provided here, as the small number of students involved means that individuals would be identifiable.

Barriers identified to future attainment:

- Self-esteem, emotional wellbeing and attendance
- Lack of financial resources to enable access to experiences which would increase cultural capital
- Access to appropriate resources and equipment to support learning at home

Review of spending from 2019

A. Supporting low self-esteem, emotional wellbeing and attendance

Rationale

The most significant, common need identified among our JP eligible students relates to their emotional needs. During 2018, 68.4% of our JP eligible students required individual support from our Student Support team and 58% have received support from our School Counsellor, in addition to the support already provided by Form Tutors. 37% of our JP eligible students also required the support of external agencies. The improvement in attendance of JP eligible students noted through the year can be considered, at least in part, to be a result of the bespoke emotional support provided. We know that it is crucial to ensure that students feel emotionally and physically safe and that we support the growth in their self-esteem and confidence, before we can hope for them to reach their academic potential. Through interventions to support students' wellbeing and positive mental health, it is estimated that there will be a positive impact on attendance, relationships in school and attitudes to learning. According to EEF, on average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. Research by the Nuffield Foundation highlights transition to secondary school as a crucial point where students may face challenges to their wellbeing. A targeted strategy to support students' emotional wellbeing at this point can help to smooth this transition; during 2019 49 students, including JP eligible students, benefited from Year 7 and Year 8 nurture groups led by the School Counsellor, helping them to settle, form friendships and develop a sense of belonging.

| Desired outcome | Chosen action | Estimated impact | Funding allocated |
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| Support emotional needs of JP eligible students through provision of specialist pastoral support to help to increase self-esteem and foster positive mental health | Provision of additional time with the school counsellor hours dedicated to JP eligible students. | JP eligible students continue to seek and benefit from this support. In addition to daily support given as required by the Student Support Team and tutors, JP eligible students have been supported individually by the School Counsellor for a total of 59 hours during the year. The emotional needs of these students are complex and varied. Students have benefited from improved well-being and integration within school. Average attendance of JP eligible students improved by 2.23% from Spring to Summer terms 2019. Indeed, attendance of JP eligible students by the summer term was better than the school average, with a JP average of 96.86%. With additional JP eligible students joining in September, the overall JP average attendance for the Autumn term 2019 dipped slightly to 94.06%, though this figure is skewed by the three students whose attendance fell below 90%. JP eligible students also gained an average of over 21 achievement marks each during the Autumn term. | £1,014 |

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| | | It is believed that the absence of this support would be felt acutely by those JP eligible students who struggle with emotional wellbeing. Some JP eligible students continue to access support available regularly and referrals are made where additional needs are identified. | |
| Support emotional needs of new students to the school; enhanced transition support | Year 7 and Year 8 nurture groups run by school counsellor, welcoming JP eligible and other students to support wellbeing and sense of belonging | The Year 7 nurture group last year provided invaluable support in helping students to make the transition to secondary school and forge new friendships. As students reported the benefits of this group for their emotional well-being, it was decided to extend the group into Year 8. We now have two separate groups running, which have supported a total of 49 students (including many JP eligible students) during 2019. Students feel a greater sense of belonging and have the opportunity to build relationships with other students. Most of the students who have attended the group are now well settled into the school. | £1,009 |
| Barrier to learning caused by anxiety is reduced | Anxiety support group run by counsellor for students of all year groups, by invitation or self-selection | A course of sessions was offered to a small group of 6 students who faced challenges with anxiety. Students struggling with anxiety are supported with positive strategies for managing their anxiety. Students who attended benefited from the strategies shared to manage anxiety and no longer required the support of this group. | £156 |
| Staff are skilled in supporting students with emotional needs | Mental Health First Aid training for key members of the Student Support team to support JP eligible students | With an increased number of students (including JP eligible students) at high risk of harm due to mental health difficulties, it was felt that equipping an increased number of staff members to support these students should be a priority. The Mental Health First Aid training provides staff with the knowledge and strategies to support students who face significant challenges with emotional wellbeing. Emotional support is essential for JP students. A further four staff members have attended the MHFA course. As a result, they have felt more confident with supporting students in need. | £920 |
| Mentoring | Regular mentoring prioritised with form tutor | Form tutors prioritise mentoring with JP eligible students to monitor progress and well-being and help to identify any barriers to progress. Form tutors assess various areas of students' progress and wellbeing using a traffic light rating system. This is used to identify individual barriers to tackle and to inform mentoring conversations. Students benefit from the opportunity to reflect on their progress, discuss individual targets, talk through particular challenges and how difficulties can be overcome. | No additional cost |

B. Building cultural capital

Rationale

According to an article published by The Sutton Trust, the wealthiest families spend 7 times more on out of school enrichment than the poorest families. The role of schools as places of cultural and social, as well as academic, learning has become even more critical. The experience of UK schools who have invested in extra-curricular experiences for students as part of their Pupil Premium strategy is that such activities bring with them life-enhancing benefits such as self-discipline and resilience, as well as developing students' sense of inclusion and nurturing an excitement to learn. Similar observations have been made by staff at JCG. Interventions during 2019 have supported 42% of our JP eligible students in their extra-curricular activities, with 63% of these working towards a qualification. Parental and student feedback has shown that participation in these activities has helped to boost students' confidence, develop friendships with students who share the same interests and overcome personal challenges. We strive for all of our students to enjoy developing skills and passions beyond the curriculum. Where bursary funding is not available, we may provide some financial assistance to enable students to participate in educational trips and visits, where they may develop their resilience and pursue an area of passion which will support their aspirations for the future.

| Desired outcome | Chosen action | Estimated impact/evidence | Funding allocated |
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| Increasing JP eligible students' cultural capital through participation in extra-curricular or curricular trips | Partial or full funding given for Activities Week trips and activities, offering many students their only opportunity to go off-island this year | A number of students have benefited from some financial assistance to enable them to participate in Activities Week trips and Outward Bound experiences. They have felt an enhanced sense of belonging, have developed stronger relationships with peers and staff and gained cultural capital through educational experiences during these trips. The experiences are selected to enable students the opportunity to pursue an area of passion which will support their aspirations for the future. Funding has been invested to support disadvantaged students in taking part in an Outward Bound residential trip in July 2020, thanks to the sponsorship of the Philip Gower Foundation. 12 students will take part in this experience, with the aim of building self-esteem, developing resilience and encouraging team work. Parental feedback following such trips has been overwhelmingly positive; students have had the opportunity to take part in trips and activities that they would not otherwise have been able to experience. According to student and parental feedback, these activities have helped students to gain in confidence, to access experiences they would not otherwise have had and develop friendships with students who share the same interests and overcome personal challenges. This has | £2,032 |

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| | | been a positive intervention, enabling students to enjoy new experiences which broaden their horizons, forge new friendships and build resilience. | |
| Increasing JP eligible students' cultural capital through participation in extra-curricular activities | Financial support for extra-curricular activities, offering students the opportunity to further their learning beyond the curriculum | <p>Students have been able to participate in a range of activities, such as challenging themselves to learn a new language, developing resilience and skills through the Duke of Edinburgh scheme, pursuing musical interests or developing digital art skills. Some of these activities have led to qualifications for the students; others have increased their cultural capital and nurtured students' individual interests and passions. They have benefited from the opportunity to connect with other students who share similar interests, fostering a greater sense of belonging and personal satisfaction. 42% of JP eligible students have benefited from some level of funding to enable them to access such activities, with 63% of these gaining a qualification in the activity pursued. Feedback from teachers leading these activities has been extremely positive; students are engaged and making excellent progress. Parental feedback is also very positive; students and parents are highly appreciative of the opportunity to develop a passion beyond the curriculum. The most socially withdrawn students have benefited from participating in activities building their oral literacy and enabling them to forge relationships with other students who share similar interests. This has been a positive intervention for many students. Some students have become involved in the wider life of the College through participation in events such as musical performances and the international food fair, enhancing their sense of belonging.</p> <p>Parental feedback: "This course has had significant impact on both her confidence and her communication"; "She has made friends with likeminded people"; "Participation in these clubs inspired her to take part in international food fair, preparing and selling traditional Japanese food." "I cannot explain how beneficial these classes have been for X's confidence and wellbeing. We are extremely appreciative that X has been able to access these classes, which would have been difficult for me to finance". "This club has helped X to feel proud of who she is."</p> | £3,324 |

C. Targeted learning support

Rationale

According to the teaching and learning toolkit, booster activities to support revision are likely to improve results. Access to bespoke small group revision tutorials, together with individual tutor and subject mentoring, should have a positive impact on attainment. According to the EEF, evidence suggests that one to one tuition can be highly effective, on average accelerating learning by approximately five additional months' progress. The cost of small group tuition is slightly lower and also effective.

Some JP eligible students are disadvantaged by a lack of access to resources which would support their learning outside the classroom. Interventions should seek to address such disadvantages to enable JP eligible students access to the same learning opportunities as non-JP students.

| Desired outcome | Chosen action | Estimated impact | Funding allocated |
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| Facilitating access to appropriate resources and equipment to support learning | Funding the purchase of equipment and resources to be loaned to students to enable effective study | Students were previously struggling to access the necessary resources to complete home learning effectively. Investing in equipment and revision resources to be loaned to JP eligible students enabled students to work effectively from home. Following this support, there has been an improvement in the timely submission of homework. Students have also benefited from being able to participate in some class activities where a device can be used to support learning. Targeted interventions help to close the gap between JP eligible and non-JP eligible students and enable access to the same learning opportunities for all. | £573 |
| Year 7 students make a smooth transition from primary in their French learning and an imbalance in prior learning is addressed | Targeted support provided by French Assistant | Transition to secondary French learning is smooth for students from all primary schools; those who have had less exposure to specialist teaching are supported and are more able to access the curriculum. Oral literacy and cultural capital are enhanced. This intervention has supported students in building confidence when speaking and gave a learning boost to enable them to access the secondary French curriculum. Teachers have noted a significant, noticeable improvement in class participation and performance in tests has improved through the term. This is a relatively new intervention. An initial analysis shows that Year 7 students in 2018-19 made on average 3.88 sub-levels of progress during the academic year, compared to 3.62 sub-levels of progress made on average for the previous cohort, who did not benefit from this intervention. This is a small but notable | £527 |

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| | | improvement; ongoing evaluation of the effectiveness of this intervention will be needed to more accurately assess its impact. | |
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4. Administration of Jersey Premium and allocation of resources

Rationale

In order to effectively evaluate need, implement and assess the impact of interventions and manage the Jersey Premium budget, it was deemed valuable to appoint a Jersey Premium Co-ordinator.

| Desired outcome | Chosen action | Estimated impact | Funding allocated |
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| Effective JP strategies are developed and evaluated, so that funds are used to the benefit of students and to close gaps identified between JP eligible and non-JP eligible students | JP Co-ordinator to hold responsibility for managing Jersey Premium funding effectively | Jersey Premium Co-ordinator oversees the Jersey Premium budget, liaising with Heads of Year, tutors, Heads of Faculty and SLT to ensure a co-ordinated and effective approach to supporting JP eligible students. Needs are identified and strategies are developed to close gaps. Interventions are implemented and their impact evaluated. The JP Co-ordinator attends appropriate training and meetings, liaises with parents and students as required and manages the Jersey Premium budget. | £2,700 |

Key aims for 2020:

- Continued pastoral support for JP eligible students to improve emotional wellbeing and resilience and foster positive mental health
- Continue to improve involvement of disadvantaged students in the wider life of the College, including extra-curricular trips and activities to develop cultural capital, sense of belonging and enjoyment of learning
- Individual interventions to ensure JP eligible students have access to resources and equipment in line with non-JP eligible students
- Liaise with Heads of Year and Heads of Department to identify and implement strategies to close the attainment gap where progress is below expectation
- Investment in staff professional learning to develop skills of teaching assistants and further enhance our pastoral support