

## Jersey Premium Strategy 2020: 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

	<b>2020</b>
<b>JP budget</b>	<b>£18,705</b>
<b>Total number of students Y7-13</b>	<b>723</b>
<b>Number of students eligible for JP funding</b>	<b>29 (4%)</b>
<b>Date of most recent JP review</b>	<b>December 2019</b>
<b>Date of next internal review of JP strategy</b>	<b>December 2020</b>

### 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:**

### A. Low self-esteem, emotional wellbeing and attendance

The most significant, common need identified among our JP eligible students relates to their emotional needs. During 2019, 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. The strategy to address emotional wellbeing and resilience will include investment in staff professional learning to develop the skills of our teaching assistants and further enhance our pastoral support.

### B. Lack of financial resources to enable access to experiences which would increase cultural capital and raise aspirations

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. This will include support for students to visit universities and attend interviews to ensure equal access to such opportunities and inspire them as they consider the next step in their education.

C. Lack of access to appropriate resources and equipment to support learning

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. In recent years, this support has helped students to improve their access to appropriate resources to support home learning, meaning they are more able to meet deadlines, access internet from home to complete research and have a space that is conducive to focused study.

D. Bespoke support to address individual attainment gaps

Although there is no significant pattern of underperformance among our JP eligible students, there are individual gaps in certain subject areas. In previous years, students have benefited from targeted subject mentoring and individual tutor support, supplemented by Teaching Assistant support for Maths and English, as well as attendance at revision classes subsidised by the JP fund. Significant progress was noted for these students, with improvements in 33% of their grades between January mock exams and the Summer exam period. Heads of Department, Heads of Year, the ENCO and Teaching Assistants will work together to consider interventions which will support students to close any individual attainment gaps.

E. Administration of Jersey Premium and allocation of resources

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.

**Planned expenditure for 2020**

<b>A. Addressing low self-esteem, emotional wellbeing and attendance</b>				
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Measuring impact</b>	<b>Funding allocated</b>
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; Wellbeing Facilitator hours dedicated to JP eligible students	<ul style="list-style-type: none"><li>- Emotional needs identified as the most significant, common need among our JP eligible students. The emotional needs of these students are complex and varied.</li><li>- During 2019, JP eligible students were supported individually by the School Counsellor for a total of 59 hours during the year, in addition to the support already provided by Form Tutors and the Student Support Team.</li></ul>	<ul style="list-style-type: none"><li>- Improved attendance</li><li>- Questionnaire completed by parents (with student input) before and after intervention</li><li>- Positive relationships in school noted by tutors, teachers and Student Support Team</li><li>- Positive attitudes to learning, as seen through Learner</li></ul>	£1,700

		<ul style="list-style-type: none"> <li>-Students have benefited from improved well-being and integration within school.</li> <li>- Average attendance of JP eligible students improved by 2.23% from Spring to Summer terms 2019. Attendance of JP eligible students by the summer term was better than the school average, with a JP average of 96.86%.</li> <li>- Maslow's hierarchy of needs shows 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.</li> <li>- 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.</li> </ul>	Profile and achievement / behaviour marks	
Support emotional needs of new students to the school; enhanced transition support	<p>Year 7 and Year 8 nurture groups run by school counsellor, welcoming JP eligible and other students to support wellbeing and sense of belonging</p> <p>Sixth Form students run a Year 7 'cake club' at lunch; students go to chat, make friends and play games</p>	<ul style="list-style-type: none"> <li>- Emotional well-being of this group of Year 7 students is supported; students feel a greater sense of belonging and have the opportunity to build relationships with other students.</li> <li>- A dedicated nurture group for Year 7 students supports transition and helps those who are struggling to settle.</li> <li>- Research by the Nuffield Foundation highlights transition to secondary school as a crucial point where students may face challenges to their wellbeing.</li> <li>- During 2019 a total of 49 students, including JP eligible students, benefited from the Year 7-8 nurture groups led by the School Counsellor,</li> </ul>	<ul style="list-style-type: none"> <li>- Students attending nurture group become well integrated and no longer need support</li> <li>- Number of students needing to attend the group decreases through the year</li> </ul>	£1,300

		<p>helping them to settle, form friendships and develop a sense of belonging.</p> <ul style="list-style-type: none"> <li>- During 2019 the cake club proved very popular, with a full classroom each week. Students report that it gave them a friendly environment to be at lunch; they valued the opportunity to make new friends and engage with the older students.</li> </ul>		
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	<ul style="list-style-type: none"> <li>- Students struggling with anxiety are supported with positive strategies for managing their anxiety.</li> <li>- Students need to feel emotionally safe in order to achieve strong progress (Maslow).</li> <li>- The 6 students who attended in 2019 benefited from the strategies shared for managing anxiety and no longer required the support of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Reduced anxiety of students attending is noted by teachers and Student Support team</li> <li>- Strong attendance of these students, with an improvement in any patterns of absence at peak assessment moments</li> </ul>	£250
Sixth Form students are skilled in supporting younger students and peers with emotional needs	Students attend Emotional First Aid course	<ul style="list-style-type: none"> <li>- Students have reported that they find it difficult to know how best to support friends who are struggling with mental health. They would also like to feel more robust in their own wellbeing, so that they are better able to help.</li> <li>- Students feel able to support younger students, for example those who attend the lunchtime Cake Club</li> </ul>	<ul style="list-style-type: none"> <li>- Students feel better equipped to support friends who are struggling with mental health and are more resilient themselves</li> <li>- Greater support for those who face mental health challenges</li> </ul>	Nil
Staff are skilled in supporting students with emotional needs	Staff training to support students with emotional needs (eg. Decider Skills and Mental Health First Aid)	<ul style="list-style-type: none"> <li>- Enhanced staff expertise and ability to support students who struggle with emotional wellbeing.</li> <li>- An increased number of staff who are skilled in supporting the mental health of students experiencing difficulties benefits JP eligible and other students.</li> </ul>	<ul style="list-style-type: none"> <li>- More staff members feel equipped to support students' emotional needs, relieving pressure on School Counsellor and Student Support</li> <li>- Students can be supported more promptly and effectively</li> </ul>	£1,150
Tutor mentoring	Regular mentoring prioritised with form tutor	<ul style="list-style-type: none"> <li>- Form tutors prioritise mentoring with JP eligible students to monitor progress and well-being and help to identify any barriers to progress. Form</li> </ul>	<ul style="list-style-type: none"> <li>- Students benefit from the opportunity to reflect on their progress, discuss individual targets, talk through particular</li> </ul>	Nil

		tutors assess various areas of students' progress and wellbeing.	challenges and how difficulties can be overcome.	
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<b>B. Addressing lack of financial resources to enable access to experiences which would increase cultural capital</b>				
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Measuring impact</b>	<b>Funding allocated</b>
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 (where bursary not available), offering many students their only opportunity to go off-island this year	<ul style="list-style-type: none"> <li>- Many JP eligible students do not have the opportunity to travel outside Jersey</li> <li>- 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.</li> <li>- 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.</li> <li>- During 2019, students who benefited from such funding reported an enhanced sense of belonging, developed stronger relationships with peers and staff and gained cultural capital through educational experiences during these trips.</li> <li>- According to student and parental feedback, these activities have helped to boost students' confidence, develop friendships with students who share the same interests and overcome personal challenges.</li> <li>- Funding has been invested to support disadvantaged students in taking part in an Outward Bound residential trip in July 2020, with the aim of building self-esteem, developing resilience and encouraging team work..</li> </ul>	<ul style="list-style-type: none"> <li>- Student and parental feedback</li> <li>- The number of JP eligible students participating in trips is proportional to non-JP eligible students taking part</li> <li>- Teacher observation of impact on resilience and educational benefit</li> </ul>	£1,500

Raised student aspiration as a result of visits to universities	Financial support to enable Sixth Form students to visit universities and attend interviews	<ul style="list-style-type: none"> <li>- Students are able to visit universities before making their final choices for post-18 education</li> <li>- Students have the opportunity to attend university interviews to secure offers of places on courses</li> </ul>	<ul style="list-style-type: none"> <li>- Student and parental feedback</li> <li>- University offers</li> <li>- Students successfully gaining university places</li> </ul>	£1,000
Increasing JP eligible students' cultural capital through participation in extra-curricular activities	Financial support for extra-curricular activities (eg. Duke of Edinburgh scheme, music and language lessons), offering students the opportunity to further their learning beyond the curriculum	<ul style="list-style-type: none"> <li>- Students 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.</li> <li>- Participation in extra-curricular activities increases students' cultural capital and nurtures students' individual interests and passions.</li> <li>- Learning a musical instrument or a new language brings significant, well-researched cognitive benefits, as well as a positive social and emotional impact.</li> <li>- During 2019 some JP eligible 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.</li> <li>- Parental feedback last year was that participation in extracurricular activities had a significant impact on the students' confidence and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- An increased number of JP students take part in extra-curricular activities</li> <li>- Some students gain qualifications as a result</li> <li>- Students participate in the wider life of the College</li> <li>- Student and parental feedback</li> </ul>	£3,600

<b>C. Lack of access to appropriate resources and equipment to support learning</b>				
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Measuring impact</b>	<b>Funding allocated</b>
Facilitating access to appropriate resources	Funding the purchase of equipment and resources to be loaned	- Some JP eligible students are disadvantaged by a lack of access to resources which would support their learning outside the classroom. Interventions	- Effective and timely completion of home learning tasks	£1,205

and equipment to support learning	to students to enable effective study at home	<p>should seek to address such disadvantages to enable JP eligible students access to the same learning opportunities as non-JP students.</p> <ul style="list-style-type: none"> <li>- During 2019, support provided to students enabled them to access the necessary resources to complete home learning effectively.</li> <li>- Students also benefit from being able to participate in some class activities where a device can be used to support learning.</li> <li>- Targetted interventions help to close the gap between JP eligible and non-JP eligible students and enable access to the same learning opportunities for all.</li> </ul>	<ul style="list-style-type: none"> <li>- No barrier to participation in lessons noted by teachers</li> <li>- Parental feedback</li> </ul>	
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<b>D. Bespoke support to address individual attainment gaps</b>				
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Measuring impact</b>	<b>Funding allocated</b>
Raising the attainment of Year 11 students preparing for GCSE examinations	Subject mentoring and individual tutor support supplemented by targeted individual TA support for Maths, and attendance at revision classes funded through JP, during the Easter holidays	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- During 2018, our JP eligible Year 11 students benefited from subject mentoring and individual tutor support, supplemented by targeted individual Teaching Assistant support for Maths, and attendance at revision classes funded through the JP fund, during the Easter holidays. Significant</li> </ul>	<ul style="list-style-type: none"> <li>- GCSE students raise attainment between mock and summer examinations</li> <li>- Year 11 students reach target grades</li> </ul>	£1,000

		progress was noted between January mock exams and the Summer exam period, with improvements in 33% of grades.		
Teaching Assistant support targeted to raise performance in Maths	Appropriate professional learning for new Teaching Assistant to develop strategies for supporting students who face challenges in Maths	<ul style="list-style-type: none"> <li>- EEF evidence shows that where TAs support individual students or small groups, there can be positive benefits on student attainment.</li> <li>- It is estimated that by developing the TA skill set, interventions for lower performing students will have an increased impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Strong progress among students who work with TA</li> <li>- Teachers note improved progress following interventions</li> </ul>	£1,500
Raising the attainment of JP eligible students where underperformance is noted	Heads of Department, Heads of Year, the ENCO and Teaching Assistants work together to consider interventions which will support students to close any individual attainment gaps	<ul style="list-style-type: none"> <li>- Bespoke support needed where there is no attainment gap trend</li> <li>- A co-ordinated approach to support the individual should be more effective in raising attainment</li> <li>- HoDs to shape support strategy as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Strong progress evident in periodic reports</li> <li>- Teachers note improved progress following interventions</li> </ul>	£1,000
Year 7 students make a smooth transition from primary in their French learning and an imbalance in prior learning is addressed	Targetted support provided by French Assistant	<ul style="list-style-type: none"> <li>- In 2019, Year 7 students who worked with the French Assistant benefited from improved transition to secondary French learning and were more able to access the curriculum.</li> <li>- 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.</li> <li>- This intervention supported students in building confidence when speaking and gave a learning boost to enable them to access the secondary French curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Year 7 student progress data</li> <li>- Teacher feedback on student motivation and ability to access the curriculum</li> </ul>	£700

		<ul style="list-style-type: none"> <li>- Oral literacy and cultural capital are enhanced.</li> <li>- Teachers noted a significant, noticeable improvement in class participation and performance in tests.</li> </ul>		
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<b>E. Administration of Jersey Premium and allocation of resources</b>				
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Measuring impact</b>	<b>Funding allocated</b>
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	Jersey Premium Co-ordinator with responsibility for managing Jersey Premium funding effectively	<ul style="list-style-type: none"> <li>- Jersey Premium Co-ordinator needed to oversee the support of JP eligible students, develop, monitor and evaluate the impact of JP strategies, attend appropriate training and meetings, liaise with parents and students as required and manage the Jersey Premium budget.</li> <li>- Improved communication with families to ensure effective allocation of resources and improve parental engagement.</li> <li>- Work with Heads of Faculty and Student Support team to keep support for our most financially disadvantaged students high on the agenda for staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective JP strategies and intervention</li> <li>- JP eligible students are supported effectively</li> <li>- Relationships with families of JP eligible students are developed, resulting in enhanced communication and engagement with school</li> </ul>	£2,800