

Jersey Premium strategy statement

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

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	La Passerelle Primary
Number of pupils in school	12 (<i>inc 1 in off-island residential placement and 1 accessing outreach</i>)
Proportion (%) of Jersey Premium eligible pupils	92% including: 2 CPLA 4 LAC
Academic year/years that our current Jersey Premium strategy plan covers	2023-2024/ 2024-2025
Date this statement was published	March 2024
Date on which it will be reviewed	End of academic year – July 2024
Statement authorised by	
Jersey Premium lead	Lucie Hosking/ Riaan Terburgh

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£18,090
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,560

Part A: Jersey Premium strategy plan

Statement of intent

At La Passerelle,

Our main objectives of JP related intervention are as follows:

1. To improve mental health and wellbeing of students across the school
 2. To improve attendance across the school
 3. To improve engagement in academic learning
- *How does your current Jersey Premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?*

La Passerelle is committed to providing a therapeutic environment to support pupil needs and progress. This will be achieved through comprehensive staff training, enhanced understanding of trauma and attachment and neurodiversity, development of skills and improvements to the learning environment. In line with this commitment, staff members will receive training to enable them to build on their delivery of therapeutic support to pupils, ensuring a holistic and well-rounded approach to student wellbeing.

Furthermore, we are dedicated to offering targeted literacy interventions for pupils along with providing training to staff to enhance their ability to further support literacy progress among under-achieving students. La Passerelle also implement various individual student projects designed to support engagement and foster the ability to thrive academically. Our strategy will emphasise the importance of students having access to a varied and rich curriculum, ensuring they have opportunities to explore diverse subjects and interests.

As part of La Passerelle's ongoing efforts to enhance support for students, we aim to improve the scope and depth of assessment methods. This initiative is intended to provide staff with a more comprehensive understanding of student needs, enabling them to identify, plan for and effectively meet the diverse requirements of the students.

Links to School Development Plan (SDP)

- *Leadership and Management – Training and development*

Objective: A Robust CPD pathway is in place for every member of staff and is linked to the development objectives and recommendations from the NASEN Report 2022.

- *Personal Development, Welfare and Safety and Attendance – Behaviour for Learning*

Objective: To improve student access to learning.

- *Personal Development, Welfare and Safety and Attendance – Wellbeing*

Objective: All learners can understand the importance of wellbeing through a therapeutic community approach, which involves all staff understanding the in depth needs of the learners.

- *Personal Development, Welfare and Safety and Attendance – Attendance*

Objective: Learner attendance in line with the national average (92.5%).

- *Quality of Teaching, Learning and Assessment – Differentiation*

Objective: All staff differentiate appropriately.

Objective: All learners have a reading age that rises by a minimum of 6 months over the academic year.

- *Quality of Teaching, Learning and Assessment – Assessment*

Objective: 100% of learners to complete baseline assessments so that progress can be tracked over time.

- *Learner Outcomes – Progress of Groups*

Objective: All learners make good or better progress from point of entry, as evidenced in standardised tests, formative and summative assessments including JP students, CIC, girls and boys.

Objective: Improve outcomes for all learners at all levels.

- *Learner Outcomes – Healthy Schools*

Objective: The physical well-being of all learners and staff is promoted through healthy attitudes to food, exercise and mental health.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Learners arriving in various states of emotional crisis resulting from trauma, attachment needs and unmet SEN.
2	Significant emotional barriers and associated resistance to academic learning.
3	Unsettled home environments for high portion of learners due to change in foster/ care placements.
4	Attendance.
5	High staff turnover/ frequent changes to staffing.
6	Gaps in learning due to school moves, and reduced time in class.

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	Intended impact
Learners feel safe in school.	<p>Learners are happy to come to school.</p> <p>Learners can identify key areas in school they like/ feel comfortable in.</p> <p>Learners can identify at least one adult in school they feel they trust and can talk to.</p> <p>Learners feel happy and able to express their identity, thoughts and feelings.</p>

<p>Learners feel a sense of belonging in school.</p>	<p>Learners can identify what class they are in, their peers and their class teacher.</p> <p>Learners take part in class activities and discussions.</p> <p>Learners feel that their thoughts and opinions are heard and valued.</p> <p>Learners feel confident to wear clothing they are comfortable in.</p> <p>Every learner can identify another pupil they view as their friend.</p>
<p>Engagement in the curriculum is improved.</p>	<p>Every child follows an in-school pathway:</p> <ul style="list-style-type: none"> - Innovative - Vocational - Academic <p>Evidence of progress in level of engagement is present in:</p> <ul style="list-style-type: none"> - Books/ Folders - RoN Evidence Folders - Attendance of enrichment sessions <p>Assessment data outlines progress as a result of increased curriculum engagement; including but not limited to:</p> <ul style="list-style-type: none"> - Boxall Profiles/ SMSC - Benchmarking assessments - Sandwell's Maths - BPVS <p>Learners can identify goals they would like to work towards and work with adults to achieve these.</p>
<p>Learners access all areas of the curriculum.</p>	<p>In addition to classroom-based learning, learners take part in;</p>

	<ul style="list-style-type: none"> - Offsite PE - Swimming - National Trust sessions - Jersey Heritage visits - Music Lessons - Specialist workshops/ sessions - Enrichment Sessions - Forest School - Preparation for Adulthood/ Life Skills sessions <p>Evidence for engagement in the above found in:</p> <ul style="list-style-type: none"> - Books/ Folders - SEN Evidence Folders <p>Learners can reflect on curriculum experiences and talk about the subjects they enjoy.</p>
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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: £1530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and Talk training X2 primary staff £450	Draw and Talk is an attachment-based therapeutic intervention and an alternative to CBT style approaches. It is designed to compliment ongoing therapeutic work with mental health professionals and allows individuals to explore and communicate their emotions through drawing.	1,2,3,5

Creativity

Diversity

Collaboration

Kindness

Acceptance

Decider Skills training X11 primary staff £1080	Decider Skills is an evidence-based intervention based on CBT approaches that is specifically designed to teach individuals a range of emotional regulation and coping strategies that will enhance wellbeing and reduce maladaptive emotional responses. This intervention can be delivered alongside formal therapy work delivered by mental health professionals.	1,2,3,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language for thinking/ Language for behaviour and emotions £220	Recommended and introduce alongside SALT currently working with pupils. Aim to develop function and expressive language in all students.	2,6
BOT-2 Assessment £1435	Precise and comprehensive assessment of both fine and gross motor skills.	1,2,6
CoPS/ LASS £250	Identification tool for difficulties with literacy skills or executive functioning.	1,2,6
Dyscalculia Screening Tool £345	Initial screener to assess skill application and progress in maths with recommendations and intervention strategies.	1,2,6
Dyslexia Screening Tool £350	Identifies dyslexic tendencies and recommends intervention strategies.	1,2,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Support		
<p>Music Lessons</p> <p>£27 per lesson, per child.</p> <p>X12 lessons per term for two terms.</p> <p>£3240</p>	<p>School of Popular Music Lessons for LAC/ PLAC students to develop wider skills, boost self esteem and link to individual education plans.</p> <p>Guitar Drums Piano Singing</p>	2,3,6
<p>Skate School</p> <p>£75 per session, per child.</p> <p>X12 sessions per term for one term.</p> <p>£3600</p>	<p>Skateboarding addresses the brain development in order (sequentially), building the lower levels of the brain, to then access the higher cognitive functions. This is essential for addressing the effects of trauma in the long term.</p> <p><u>Good Vibrations</u></p> <p>Firstly, the lower brainstem is stimulated during the sensory aspects of skateboarding, such as the vibrations of the board on the ground through the feet and up the body, the experience of rolling, hearing the wheels on the ground and feeling the wind in the face.</p> <p><u>Making Patterns</u></p> <p>The second part of the brain to be stimulated is diencephalon, this is during pattern making, the repetitive behaviour of pushing the board to move, and pumping the board up a ramp. Skateboarding incorporates repeated physical action in order to move the board along the ground, tricks are repeated until they are mastered.</p>	1,2,3,4

	<p><u>Making Friends</u> Third is the limbic system, where the relational skills needed to function within the group are addressed, empathy is developed through the celebration of successes and accepting failure, which is so much part of the culture and etiquette.</p> <p><u>Complex Thinking</u> Finally, the complexity of the neocortex is addressed, while students develop the cognitive functions required for learning new tricks and complex skills on the board.</p>	
<p>Therapeutic Intervention budget</p> <p>£2295</p>	<p>To cover the cost of sessions and or resources needed to take part in interventions identified by Therapy Team, Class Teachers, Lead Teacher or SENCo. This may include but not be limited to:</p> <p>Happy Hooves Outdoor Pursuits Art House Jersey projects Skate School Surfing</p>	<p>1,2,3,4</p>
<p>Access and Inclusion budget</p> <p>£2295</p>	<p>To cover the cost of sessions and resources needed to facilitate interventions/ sessions specifically for learners on part-time timetables who may be struggling to access education. These sessions may also support further social enrichment for those struggling to attend school due to social communication challenges. This may include but not be limited to:</p> <p>The Amazing Maze Jump Jersey Leisure Swimming Mini Golf Sports clubs e.g Gymnastics/ Trampolineing Riding for the disabled Water sports e.g Kayaking, Paddle boarding etc Wall climbing</p>	<p>1,2,3,4</p>



Children, Young People Education and Skills

Total budgeted cost: £15,560

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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.

Please point to pupil evaluations undertaken during the 2022 to 2023 academic year, for example, GCSE outcomes, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous Jersey Premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Jersey premium objects have been met under the current strategy through a multifaceted approach resulting in positive impacts on both student engagement and mental health and wellbeing.

Key initiatives include development of the therapeutic provision including resources and space for the therapy team which are essential in facilitating 1:1 therapy sessions for all pupils. This has been action through the acquisition of bespoke sand trays and instruments specifically tailored for use by psychodynamic art and music therapists. These resources not only enhance the therapeutic experience but also ensure that each students receives individualised attention, contributing significantly to their mental health.

In addition to therapy, the current strategy places a strong emphasis on offering all children access to therapeutic, child-led learning opportunities. Initiatives such as longitudinal interventions skilfully delivered by Art House Jersey have been instrumental in fostering a diverse range of skills in students. This holistic approach not only enhances academic engagement but also builds on students' creative skills and positively impacts their wellbeing and self-expression.

Furthermore, the strategy addresses the need for targeted maths interventions such as Dynamo Maths, TTRS and Numbots. These interventions have been carefully implemented following thorough assessments, with a specific focus on building confidence and improving learning outcomes by addressing gaps in learning. By tailoring mathematic support to individual needs, students experience increased



confidence and levels of attainment, positively impacting their overall engagement and resilience to academic challenge.

Finally, the current strategy has prioritised the development of our school community and students' sense of belonging. This has been achieved through the introduction of group mealtimes featuring healthy break and breakfast options. Diverse enrichment opportunities such as music lessons, swimming, National Trust sessions and boxing have supported us in the development of a supportive and nurturing school culture wherein students feel they are valued. Further to this, uniforms have been provided for all students as needed, positively impacting their confidence and sense of self in school and in turn engagement.

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

You could point towards feedback from pupils, families or other stakeholders? This could also include partners or external school reviews.