



VICTORIA COLLEGE
PREPARATORY SCHOOL

Policy	Jersey Premium		
Reviewer	Dan Pateman		
Reviewed Changes	September 24	Next review	September 2025
Relevant CYPES policies	<u>Jersey Premium</u> <u>Jersey Premium Fact Sheet</u> <u>Jersey Premium Fact Sheet (Polish)</u> <u>Jersey Premium Fact Sheet (Portuguese)</u> <u>Jersey Premium Fact Sheet (Romanian)</u> <u>Link to application forms</u>		

VCP Policy

Aims

At Victoria College Preparatory School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding supports families whose income is supplemented through the Social Security Department and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Jersey Premium is an initiative that targets extra money at pupils whose families' income is supplemented through the Social Security Department. The Jersey Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from financially disadvantaged backgrounds and their more affluent peers. Research shows that pupils from financially disadvantaged backgrounds underachieve compared to their financially non-disadvantaged peers. The Jersey Premium is provided to enable these pupils to be supported to reach their potential.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Jersey Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

CYPES has given us the freedom to use the Jersey Pupil Premium as we see fit, based upon our knowledge of our pupil needs. However, as a school in receipt of Jersey Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

We are aware that under CYPES Jersey Pupil Premium policy there is specified information which must be to be published on a school’s website. Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Jersey Data Protection Act so that individuals or groups of individuals, including children funded through the Jersey Premium cannot be identified.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Jersey Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who Jersey Pupil Premium and vulnerable children are
- ALL Jersey Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leadership team to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through Eastern Cluster initiatives, levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention
- Extended learning out of school hours
 - Early work in the mornings (8.30am) and after school clubs
 - Re-development of lunchtime routines to increase learning time

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using leadership team to provide high quality interventions across their key stages
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Tailoring interventions to the needs of the child (e.g. Targeted same day intervention sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. providing Polish sessions)

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Jersey Pupil Premium spending

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
 - objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total JPP received
 - Total JPP spent
 - Total JPP remaining
- a summary of the impact of JPP
 - Performance of disadvantaged pupils (compared to non-JPP children)
 - Other evidence of impact e.g. Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year

Key Contacts

Dan Pateman – Headteacher – JPP Lead

Emily-Rose Kimber – Deputy Head

Monitoring and Reviewing the Policy

Our work in relation to the Jersey Pupil Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Jersey Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available. We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.