

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	Springfield Primary School
Number of pupils in school	204 including Nursery
Proportion (%) of Jersey Premium eligible pupils	40%
Academic year/s that our current Jersey Premium Strategy Plan covers	Jan – Dec 2026
Date this statement was published	31.01.25
Date by which it will be reviewed	31.01.26
Statement authorised by	Mal Robson
Jersey Premium Lead	Sara Crocker

Funding Overview

Detail	Amount
Jersey Premium funding allocation this academic year	£141,000 Breakdown: Staffing £104,000 Non- Staffing £37,000
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	£141,000

Part A: Jersey Premium Strategy Plan

Statement of Intent

At Springfield School, we understand that some of life's challenges can create barriers to learning for children. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Jersey Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to:

- **Provide the highest quality teaching**

We believe that high-quality teaching that is based on a broad, balanced and enriched curriculum is the most important thing that we can do. The use of Jersey Premium funding enables us to enhance this.

- **Ensure that children reach at least the expectation for their age in the key areas**

Attainment in Reading, Writing and Maths is essential for children to be successful at school.

- **Use data and our knowledge of pupils to identify need**

Our teachers know their children and through analysis of their progress and conversations with them, they identify the best way to meet their needs. We adopt a relentless focus on the progress of all children and act accordingly. This applies to all children, whether JP eligible or not.

- **Develop children's communication, language and literacy**

This is so important in ensuring all children have full access to the curriculum and can develop the social relationships necessary to be successful. This needs to start as soon as children come to school and the focus sustained throughout the school, meeting Jersey Curriculum Spoken Language requirements.

- **Provide opportunities for regular engagement with our parents**

Being a parent is a difficult job. We want to help provide parents with the skills to enable them to support their children's learning.

Strategy - A tiered approach

At Springfield School we have adopted a tiered approach to Jersey Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact.

These are:

Teaching: Improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Jersey Premium spending.

Targeted academic support: Evidence consistently demonstrates the positive impact that targeted academic support can have. We use a variety of support mechanisms, be they one-to-one or small group interventions, as a key component to sit alongside effective classroom teaching and learning.

Wider strategies: The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social and emotional support.

Additional Notes: Sometimes, the extra staff employed in school to support our children who are eligible for Jersey Premium will also work with other children, too. This is often due to how the class groups are organised and will be for the benefit of all children. At Springfield, we are keen to ensure that those not in receipt of the Jersey Premium funding do not themselves fall behind due to a lack of support and intervention. To complement our strategy, we have continued a Tutoring Programme, for those children who will benefit from focused additional support. This includes our Jersey Premium eligible pupils.

SDP

Jersey Premium is one of the main priorities on The School Development Plan for this academic year. It also continues to overlap with our Jersey Premium Strategy, as some of the main priorities are consistent. These being:

Jersey Premium- We will be working to achieve that the % of JP pupils achieving ARE will be 65% or more and closer to non-JP achievement.

Oracy – We are investing a significant amount of time and training in Oracy and Speaking and Listening as evidence shows a clear link to improvements in Writing. We aim to improve academic outcomes and confidence for all children through the development of Oracy skills across the school.

Maths- Our aim is that the % of pupils achieving ARE in Maths will be 65% or more, embedding a new scheme focus and supporting staff in implementing this new Maths Scheme.

Curriculum Development- We aim to improve academic outcomes and progression through curriculum skills mapping and effective assessment.

Challenges

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

Challenge number	Challenges to overcome to improve attainment for all pupils Detail of challenge
1	Attainment of JP eligible consistently in line with non-JP eligible. School data indicates that attainment of JP eligible children is variable in relation to non-JP children in most year groups.
2	Baseline level Comm and Lang (CLL) on entry to the school in Nursery and Reception is well below national and island average. Assessments show that language and oral skills can have a negative impact on Reading and Writing development. Additional challenge of meeting curriculum expectation for Spoken Language in Years 1-6.
3	Ensuring children are ready to learn – emotional well-being. Our observations and pupil surveys indicate that some pupils are not ready to learn effectively on entry to school in the morning or at trigger points across the day. This results in significant knowledge gaps, leading to not meeting ARE.
4	Lack of enrichment experiences outside of school. Due to social demographic and housing conditions, many children don't have access to activities outside of school.
5	Parental engagement with school and support for learning. Not all parents have the time or ability to support children, and we see these gaps evident in learning.
6	Pupil attendance – 50% of JP eligible children have below 95% attendance. This is below the absence rate for non-JP children.

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
Increase in ARE attainment Expected progress made	At least 60% of JP eligible children achieve ARE for R/W/M in July 2025 All JP eligible children make expected progress by July 2025
Improved Communication and Language skills in JP pupils	At least 85% of JP eligible children achieve ELG by July 2025 At least 60% of all children in Y1-6 achieve English ARE, including Spoken Language
Achieve and sustain improved well-being for all pupils, particularly JP	Data from pupil survey and teacher observations Increase in participation in enrichment activities Attendance over 95% and behaviour incidents rare
To sustain a broad and wide-ranging curriculum, providing array of opportunities	Curriculum engagement is high across the school Data from pupil and parent surveys Curriculum subject review reports Whole school curriculum map demonstrates diversity of opportunity
Improved parental engagement	Parents attendance at events in person High % of surveys returned Home learning completed
Achieve and sustain expected attendance (95%+)	JP eligible children show at least 95% attendance with no persistent absence

Activity in this academic year

This details how we intend to spend our Jersey Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Support a member of staff to lead JP strategy across the school – SA funded Regular communication with the SLT regarding JP across the school Evaluation of all elements of strategy against spending Reportable to H/T and Senior Adviser 	<p>The success of the strategic plan depends on consistent evaluation and monitoring of all elements. Having a dedicated member of staff with the time to carry this out is essential.</p>	All
<ul style="list-style-type: none"> Support teachers to deliver first quality teaching and learning across all subjects, particularly Writing and Maths Assessment, monitoring and evaluation of Writing Assessment, monitoring and evaluation of Maths Planning and implementing improvement plan Reportable to SLT 	<p>There is strong evidence that suggests accurately aligned CPD develops teaching quality and outcomes for children. The CPD needs to be appropriate to the needs of the school.</p> <p>The IPEELL approach, funded by the EEF and evaluated by Durham and York Universities, showed that the approach had a positive effect on children's writing outcomes, with the greatest impact of any EFF-funded research project: "Participating pupils made approximately nine months additional progress compared to similar pupils who did not participate in the intervention." (EEF, Using Self-Regulation to Improve Writing (2014))</p> <p>EEF Effective Professional Development Creating Effective Peer Support Networks for Teachers EEF Using memorable experiences to support struggling writers</p>	1, 2 and 4
<p>Increase and develop the language and writing environment in EYFS to increase engagement</p>	<p>Providing a wide range of communication and writing opportunities develops and enhances motivation for writing in Early Years.</p> <p>EEF - Preparing for Literacy Early Literacy Approaches</p>	1, 2, 4 and 5
<ul style="list-style-type: none"> Support a member of staff to lead Oracy across the school – SA funded Support staff to ensure quality planning and delivery of Oracy project Assessment, monitoring and evaluation of Oracy 	<p>Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication. Teaching should focus on pupils' language development, particularly their expressive language, which will also support their writing.</p> <p>EEF KS1 Literacy EEF KS2 Literacy EEF Voice 21: Improving Oracy</p>	1 and 2
<p>Local author workshops to raise profile of writing and inspire children</p>	<p>Feedback from pupils and outcomes tells us that modelling the process of composing, drafting and editing writing has high impact. This, combined with the status of local authors, proves successful in engaging and inspiring children to write.</p> <p>EEF Improving Literacy Report</p>	1, 2, 5 and 6
<p>Termly progress/attainment reviews with teachers</p>	<p>Reviewing outcomes and progress regularly provides opportunities to challenge under-achievement. This shapes the deployment of interventions and support and assesses the impact on outcomes.</p>	All
<p>Provide access to music specialists to enable whole-class opportunities</p>	<p>Research shows that access to Arts activities have important educational value in themselves and for core academic attainment in other areas of the curriculum, particularly literacy and mathematics.</p> <p>Arts Participation impact</p>	1 and 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support staff across the school to deliver targeted interventions and support disadvantaged children in class Appoint a designated JP support staff member to deliver interventions and targeted support Employ a specialist teacher to deliver targeted academic support, which aligns with class specific curriculum planning	EEF evidence and guidance supports the use of skilled additional adults to provide one-to-one tuition, small group tuition and TA interventions. Targeted academic support	1, 2, 3 and 4
Release teachers weekly to conduct feedback and pupil conferencing whilst providing specialist PE teaching for all children	Feedback that focusses on moving learning forward and is specific is advocated and demonstrates high impact. Evidence of teacher feedback Feedback recommendations	1, 2 and 3
Improve reading ability in KS1 using support from specialised teacher – Reading Response	Decoding and comprehension are evidenced as key components of competent readers. Our programme brings about significant gains. EEF reading recommendations	1, 2 and 5
Employ a specialist writing teacher for additional teaching sessions	Evidence shows that effective writers use a number of strategies to support each component of the writing process. Use of a writing specialist shows significant gains in school data. EEF - Developing Literacy	1 and 2
REAL and REAM parents projects in EYFS to support early reading and writing Provide Lend and Learn resources in EYFS to support Maths and English	Providing strategies and information to parents has shown to increase parental participation in school data. Evidence shows greater engagement following project sessions, leading to better outcomes – short and focussed homework projects. Parental engagement evidence The REAL programme	1,5 and 6
Pre-school language sessions to encourage language development of potential pupils	High-quality adult-child interactions and talking with children provides the foundation for effective language and communication. Evidence shows that adults have a vital role in modelling effective communication. Our sessions aim to model this to parents and develop their own confidence. Early Language development guidance	1, 2, 4 and 5
Provide before and after-school interventions, targeting specific needs and areas of misconception	EEF evidence and guidance supports the use of skilled additional adults to provide one-to-one tuition, small group tuition, and targeted interventions. Targeted academic support Making a Difference with Effective Tutoring EEF	1, 2, 3 and 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ELSA and well-being support in-house	School data evidence shows that well-being provided in school enables pupils to access learning more successfully. Pupil survey responses indicate that children know how to ask for support and are confident to do so. EEF - Social and Emotional Learning	1, 2, 3 and 6
Provide transport for all children to access curriculum enrichment throughout the year	Curriculum maps integrate a wide range of experiential learning as this is proven to have a positive impact on children's learning and learning memory. Outdoor learning	1 and 4
Engage all EYFS children in swimming lessons and water safety	Approximately half of our pupils are disadvantaged, many with families employed in multiple jobs to finance basic living. Families don't have the time or resources to provide their children with swimming lessons, incorporating water safety. This is essential living on a small island. All of our children leave school at the curriculum expected level for swimming. School swimming programme	3, 4 and 5
Financially support parents, where appropriate, to ensure access to all curriculum experiences	Approximately half of our pupils are disadvantaged, many with families employed in multiple jobs to finance basic living. Finance is not a barrier to these children who are entitled to the same curriculum experiences as their peers.	4, 5 and 6
Provide outdoor learning experiences for disadvantaged children – activities they wouldn't normally have access to	Over 90% of our pupils do not have access to play space associated with their home and many don't experience all the island has to offer. Research shows that access to outdoor activities have important educational value in themselves and for core academic attainment in other areas of the curriculum, particularly literacy and mathematics. These activities also reinforce social and emotional support that they receive. Outdoor learning	1, 2, 3, 4 and 5
Reduce persistent absence (below 95%) across the school: <ul style="list-style-type: none"> • Half-termly attendance reviews with EWO, leading to actions • Weekly celebration of attendance (trophy) • Attendance certificates awarded • Parental communication at earliest stages • Shared Learning sessions to increase parental involvement 	Every absence results in lost learning. Over time, this impacts on children's progress and attainment. 94% attendance equates to 10 lost days. 90% attendance equates to 19 lost days. Improving attendance for disadvantaged pupils Parental engagement EEF	1 and 6

Total budgeted cost: £104,000

Overall outcomes

Good progress Average progress Minimal progress

Attainment of JP pupils – School Average attaining Developing/Secure (Yrs 1-6):

Year 2 and Year 6

Achievement in reportable data to CYPES shows that JP eligible children in Year 2 achieve better than non-JP in both Reading and Writing (developing and above). JP eligible children in Year 6 achieve less well in than non-JP in Reading, Writing and Maths.

When compared to all Jersey schools, JP achievement in Year 2 compares favourably in Reading and Writing. In Year 6, JP achievement is not in line with all Jersey schools. It is worthy of note that 33% of the Year 6 cohort were listed on the SEN register, with 17% assigned a record of need, all of whom were eligible for Jersey Premium.

Year 6 test data shows that average scores were in line with all Jersey schools.

In Year 2, achievement of JP eligible children is comparable to non-eligible pupils. However, in Year 6, focus will be given to the progress and attainment of JP children when compared to those who are non-eligible.

The strategy for 2025-2026 will aim to address the imbalance, particularly in writing.

EYFS

JP eligible children were comparable to non-JP pupils in nine out of the twelve areas of learning. EYFS data suggests JP eligible children are benefitting from provision due to the level of support available and the additional support of S+L to develop CLL.

Attendance

Overall, the attendance of JP children is below those who are non-JP.

Summary

Whole school data indicates the need for a closer focus on JP attainment and a continued whole school focus on Writing.

Teaching

Good progress Average progress Minimal progress

The JP lead has been supported to effectively lead JP across the school, putting in place tracking and systems to monitor teaching and learning of JP children, which is accessible to all school staff.

Teachers were supported in delivering quality teaching through continued subject support, particularly in Writing; IPEEL support is starting to show an impact on children's attainment in areas of the school.

A coaching/ teacher-buddy system has been developed to further ensure high- quality teaching is delivered across the school, which will begin at the start of 2026. The language and writing environment in the EYFS has had a positive impact on progress and attainment as shown in the end of 2025 school data. Oracy has continued to develop successfully across the school, with continued support for the Oracy lead and champion. The successful use of PE and a Music specialist teacher have provided meaningful opportunities for those children to experience a breadth of different experiences. Data shows however, that we need to ensure systems in place are monitored for effectiveness, and that we need to continue to ensure teaching is high-quality, targeted and is supporting our JP children across the school.

Targeted academic support



Good progress



Average progress



Minimal progress

Conferencing and tutoring data shows some JP children are making progress in their learning; this will be a focus for next year, to ensure it is effective and has a positive impact on a higher proportion of JP children throughout the year. Data shows that in reading, 85% children in Year 2 made expected progress or more, due to the support from a specialised Reading Response teacher. Feedback from children in Year 5 and 6 has shown that using a specialised writing teacher for additional after-school Writing Club has increased their enjoyment and confidence in writing. In EYFS, the use of the REAL and REAM projects has supported parents in early reading, writing and maths, and was well attended.

Wider strategies



Good progress



Average progress



Minimal progress

School-based evidence shows that ELSA and well-being support has been successful in terms of supporting pupils to access learning and being in class. In addition, outdoor well-being sessions have been held to engage children in wider experiences and engage them in their learning. Children have also been given enhanced curriculum opportunities by providing transport for them to visit a variety of places across the island which they may not otherwise get to experience. Children in Reception have successfully accessed swimming lessons which has increased both their confidence and their understanding of water safety, which is essential for living on an island.

Persistent absence is still an area of focus, and we will continue to work on reducing absences in JP children across our school.

This details the impact that our Jersey Premium activity had on pupils in the 2024-2025 academic year.

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

From Jersey School Review - September 2022 Mark Lindfield

Pupils' achievement in the core subjects of reading, writing and mathematics compare favourably with other Jersey schools, particularly in the high success rates of those eligible for Jersey Premium.

A considerable strength of the school's provision is the high-quality support that those pupils entitled to Jersey Premium receive. As a result, a far higher proportion of pupils entitled to Jersey Premium achieve well in reading, writing and mathematics than the averages for Jersey.

Further information (optional)

Use this space to provide any further information about your Jersey Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Jersey Premium funding.