



## Jersey Pupil Premium Policy 2025

*As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).*

**Article 3: Best Interests of the Child** - We prioritize the best interests of our pupils in all decisions and actions related to Pupil Premium funding.

**Article 12: Respect for the Views of the Child** - We actively seek and consider the views of our pupils to ensure their voices are heard in the development and implementation of Pupil Premium strategies.

**Article 28: Right to Education** - Our policy is committed to providing quality education to all pupils, with a focus on removing barriers for disadvantaged children.

**Article 29: Goals of Education** - We aim to support the holistic development of our pupils, fostering their talents and abilities to their fullest potential.

**Article 2: Non-Discrimination** - We ensure equal access to educational opportunities and resources for all pupils, regardless of their background.

### Aims:

At St Luke's, 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 represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

### Background

Jersey Premium is a targeted funding programme for schools and colleges which has been introduced to help all pupils get the very best from their education. Some children don't go on to achieve at the levels that would normally be expected for their ability.

The introduction of Jersey Premium has enabled schools to review their approach to teaching and learning, ensuring that all pupils are able to achieve their very best. Schools and colleges receive extra funding calculated on the number of eligible children they have each year. The school or college decides how they use the funding to improve the child's educational experience and outcomes.

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.

St Luke's School uses our Jersey pupil premium funding to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

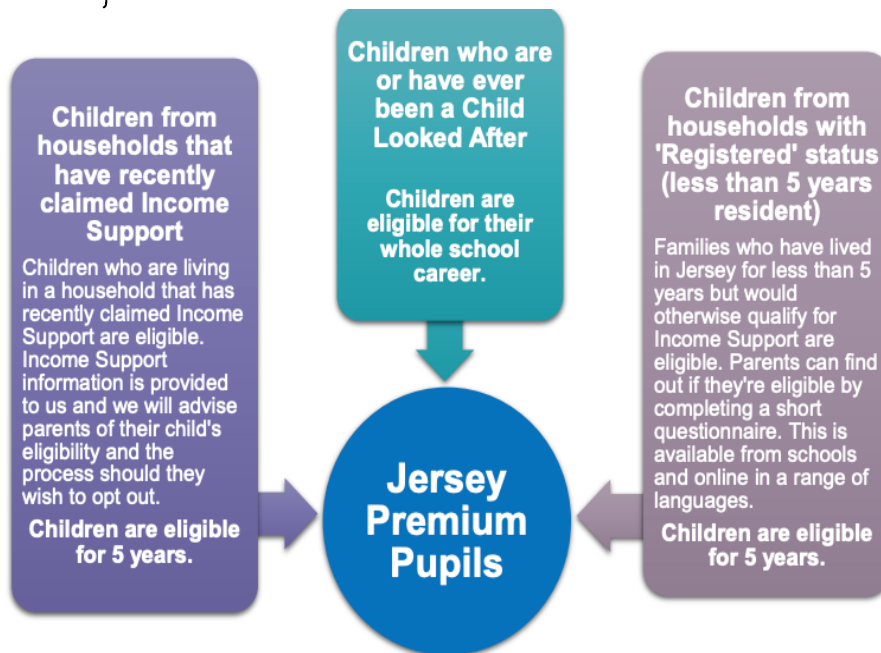


## Context

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”.

The Education Department 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 Education Departments Jersey Pupil Premium policy there is specified information which has 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 tri-school/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 (KSI and EYFS)
- Extended learning out of school hours
- Early work in the mornings (8.30am) and after school clubs



### **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
  - ECOF – volunteer readers
  - Caring Cooks

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 support for children who have Polish as their first language through a Polish speaking teacher)

### **Going the Extra Mile - not sure on this section could we take it out?**

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**

Lisa Evans – Jersey Pupil Premium Lead

Adam Turner – Headteacher

Kath Hepworth – Deputy Head – SENDCO

Charlotte Walton – Assistant Headteacher

### **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, alongside our annual JPP report, with adjustments 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 undertake on-going evaluations of the strategies we are using.