

Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our Jersey Premium 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	Haute Vallee School
Number of pupils in school	654 (249 JP) +14 children from previous
Proportion (%) of Jersey Premium eligible pupils	39%
Academic year/years that our current Jersey Premium strategy plan covers	2023/24 – 2025/26
Date this statement was first published	February 2024
Date on which it will be reviewed	February 2026
Statement authorised by	Stuart Hughes
Jersey Premium lead	Thomas Precious

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£258,000
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	£258,000

Part A: Jersey Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of their personalised curriculum.

The focus of our Jersey Premium strategy is to support those eligible pupils in achieving their academic goals, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which Jersey Premium (JP) pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the Non-Jersey Premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-JP pupils' attainment will be sustained and improved alongside progress for their JP peers.

Our strategy is also integral to wider school plans, notably in its targeted support for learners with Low Prior Attainment (LPA), Social, Emotional and Mental Health (SEMH) needs, Multi-lingual Learners (MLL), learners with Special Educational Needs and/or Disabilities (SEND), and learners who access our Additionally Resourced Centre (ARC), including Non-JP pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all students' stories are known including those who are eligible for the JP funding.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for JP pupils' outcomes and raise expectations of what they can achieve through personalised curriculum, appropriate support and effective, measurable interventions.

Challenges

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

Challenge number	Detail of challenge
1	Knowing our students – history, background, identifying needs. BELIEVE - CARE
2	Providing programmes of support and interventions that ensure academic progress which is sustained and maintained. ACHIEVE - BELIEVE

3	Engaging parents to ensure they are equipped to support students in their academic career. ACHIEVE – BELIEVE - CARE
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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
100% of JP students achieve their MEG or higher across all subjects.	By the end of our current plan in 2025/26 (or sooner), 100% or more of our JP students will achieve their MEG or higher in all subjects.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of JP pupils and their Non-JP peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Close the gap between JP and Non-JP students achieving 5 or more subjects' grades 4+ and 5+ including English and Mathematics.	By the end of our current plan in 2025/26 (or sooner), the gap between JP and Non-JP students achieving 4+ and 5+ grades including English and Math will be smaller than that of previous years (within 10%).
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest JP pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. – SEMH link to SIP	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in extra-curricular activities, particularly among JP pupils – evidenced in student surveys and extra-curricular registers.

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: £ 160,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuance of bespoke vocational curriculum for KS4 students – Highland College. (Yr. 10 and Yr. 11)	In 2024, 100% of students who attended the bespoke curriculum at Highlands College achieved their MEG or higher.	1 2
Improving literacy in all subject areas: Purchase of Reading Plus package to benefit all students – providing targeted feedback tailored to the individual student.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Mathematics and English: word-gap.pdf (oup.com.cn) School has enrolled on the Voice 21 Oracy Lead appointed and Teacher's nominated to actively encourage use of voice in classroom. Year 7 curriculum development links with oracy and	1 2
Purchase of standardised diagnostic assessments – GL Assessment.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Progress tests used throughout school with data used to inform practice in the classroom.	1 2
Additional English Specialist Teacher.	High number of JP children entering the school at Year 7 (51%) year on year – Additional teacher of English/Horizon allows group sizes to be smaller and therefore more focused – This will work with larger class sizes in Year 10/11 and reduce numbers in classes allowing more focused teaching for GCSE's.	1 2

<p>Three Specialist Teaching Assistants led by Head of Mathematics and Literacy Co-ordinator and Head of Science: Implement a range of programmes to improve scientific enquiry, English and Mathematics.</p>	<p>The effective deployment of specialist Teaching Assistants is in line with EEFs seven evidence-based standards, including:</p> <ul style="list-style-type: none"> Using teaching assistants to help pupils develop independent study skills and manage their own learning Using teaching assistants to deliver high-quality one-to-one and small group support using structured interventions <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</p>	<p>1 2</p>
<p>Specialist LSA's to work with the vulnerable children in school – Support Diamond ARC and Horizon ARC in school.</p>	<p>Development of ARCs in school to support those with highest need. Children identified and supported when needed. LSA's support these children within class and out of class interventions.</p>	<p>1 2</p>
<p>Sparks Mathematics – bespoke learning platform for all children in school to access for their home learning. Century Tech – Bespoke learning platform for all children to support home learning focus on English and Science.</p>	<p>Sparks – implemented in 2022/23 and continues to run in 2024/25</p> <p>Century Tech has been rolled out to all KS3 students who have access to both English and Science home learning on the platform.</p>	<p>2</p>
<p>Educational and Welfare residential visits.</p>	<p>Children in Year 7 and 9 to go on residential trips. These to provide opportunities for children who might never had such opportunities in their lives. Spend time away from home, outdoor pursuit and adventurous activities undertaken.</p>	

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

Budgeted cost: £ 50,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS4 Raising Achievement Programme – Revision and Intervention sessions during weekends and holiday breaks with external tuition partnership, providing specific targeted revision.</p>	<p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1 2</p>

	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF G/Busters</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-Curricular Co-ordinator: Establish a varied extra-curricular programme which meets the needs of all students.</p>	<p>Sports Bugs to supplement an already developing Extra-Curricular calendar. Lunch and afterschool provisions provided in Sports, Music and beyond.</p> <p>Sports Bugs will work with targeted children in sporting activities during the school day – work with Diamond ARC – and then provide lunch and after school provision for targeted year groups – Year 9 especially (40% JP).</p> <p>Continued links with the community to ensure that more opportunities are available for all to include rock climbing, skateboarding, chess and sewing.</p>	<p>2 3</p>
<p>Learning to Play Scheme: Increase number of students who engage in musical activities in and out of school.</p>	<p>Children in Year 7 and 8 since Sep 22 all access to musical instruments and are having weekly lessons provided by professional musicians. JP and Jersey Arts Trust grant have made this provision possible.</p> <p>Performances from the 100 children in Year 7 have been held in the Theatre for the Head, Chair of Governors and invited guests.</p>	<p>2</p>
<p>Re-vamp of Rewards Systems: Further development of reward policies Celebrating achievement, using incentives.</p>	<p>Children to continue to be rewarded for their positive behaviour in school. The rewards system has been developed and refined to encourage to give more to gain more!</p>	<p>1 3</p>

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>This fund is increasing due to the demands of the families that we have in our setting. More families are finding themselves in financial difficulties due to rising costs in Jersey. These families are not always identified as JP, but the funding will be used to support our families in greatest need.</p>	<p>2 3</p>
<p>Free school meal trial – States of Jersey strategy.</p>	<p>‘The ongoing programme rollout is supported by an additional £1.6 million in funding, as agreed in the Government Plan 2023 – 2026. This funding has been used to create serveries in each school and provide the needed equipment and staff to deliver hot meals each day’.</p> <p>HV has been selected to trial the roll out of FSM to Secondary school.</p> <p>Infrastructures are being put in place (20,000) to allow JP Students to have access to a free meal daily. This includes the options of hot, cold food and drinks from the canteen and potato van.</p>	<p>1 3</p>

Total budgeted cost: £ 258,000 (approx.)

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 2023 to 2024 academic year.

22 students in Year 11 who were eligible for Jersey Premium at the time of their exams in 2024.

22 (90%) children gained an overall positive progress indicator from their MEGs in Year 9 CATs. **1.0** is the average for all students in all their exam results in 2023.

JP students scored a positive Value-Added score in their results in 12 (55%) subjects taken. JP students averaged a positive **Jersey 8 VA of -0.17** across all subjects **+0.05** in comparison to all other jersey schools. With a higher number of JP children HV are ensuring that more are attaining higher than expected.

Below are tables that show the %4+ for the JP students compared to the Non-JP students.

% 4+	English	Mathematics	Best Science	VA scores	English Language	Mathematics	Best Science
JP	77.3%	63.7%	59.1%	JP	+0.52	-0.14	-0.57
Non- JP	84.2%	71.1%	64.5%	Non- JP	+0.61	+0.12	-0.41

Areas of success - % of 4+ and Value added from Year 9 CATs

% 4+	Art	Photography	Geography	VA scores	Art	PE	French
JP	100	100	100	JP	+1.67	+1.17	+3.50
Non- JP	100	94.4	75.0	Non- JP	+1.42	+0.78	+1.33

Areas to develop for JP students From 2023 – Compared to 2024

% 4+	Best Sc 2023	Best Sc 2024	His 2023	His 2024	PE 2023	PE 2024
JP	51.6	59.1	28.6	62.5	50.0	66.6
Non- JP	70.7	65.5	66.7	75.0	64.3	95.4

Areas to develop for subjects in 2024 were statistically incomparable due to the low numbers of students studying the subject covered. These areas that school is focusing on this academic year are Spanish and DT. Early signs show that both are improving.

Exam Results 2024

English

Filtered Results - Changes with filters			
Grade	Count	%	Cumu
9	0	0%	0%
8	1	5%	5%
7	2	9%	14%
6	1	5%	18%
5	9	41%	59%
4	4	18%	77%
3	5	23%	100%
2	0	0%	100%
1	0	0%	100%
U	0	0%	100%
X	0	0%	100%
All	22	100%	100%

English Language	Overall
No. of Students	22
Grade 4-9 %	77.27%
Avg Grade vs MEG	0.52

Positive increase in 4-9% and Value Added (0.52) These are both an increase on the previous year's data. Continued progress is being made for the students at the end of KS4. This compared to other schools in Jersey is higher in both areas.

Mathematics

Filtered Results - Changes with filters			
Grade	Count	%	Cumu
9	0	0%	0%
8	1	5%	5%
7	0	0%	5%
6	1	5%	9%
5	6	27%	36%
4	6	27%	64%
3	3	14%	77%
2	2	9%	86%
1	3	14%	100%
U	0	0%	100%
X	0	0%	100%
All	22	100%	100%

Mathematics	Overall
No. of Students	22
Grade 4-9 %	63.64%
Avg Grade vs MEG	-0.14

Percentage of students who achieved 5 or more 4+ grades including English and Mathematics:

	SUM 2019	Sum 2023	Sum 2024
JP	31.6%	50.0%	54.5%
Non- JP	24.6%	63.8%	64.4%

*Centre Assessed Grades (CAGs) based on assessments and classwork across two-year course.

**Teacher Assessed Grades (TAGs) based on three evidenced pieces of work including three waves of internal mock assessments.

JP students have continued to increase their results despite their low starting point from KS2. Progress from KS2 puts school in the Top 25% of all schools in UK when comparing progress results for all.

JP Students have continued to narrow the gap and is now lower than 10% difference in the result. The trend demonstrates the work done to ensure that JP students attainment continues to improve.

Target for upcoming year is to increase the % of students achieved 5 or more 4+ grades including English and Mathematics. This currently is Ontrack across the cohort.

Science has been an area for school to work upon for the next academic year. Support has been provided and early signs are showing an upward trend.

Whole School JP progress

Below is the table of progress being made by JP students in their CATs scores. A particular highlight is the progress made by the children in current year 9 The average CAT score increased by an average of 3.6 higher than the Non-JP. All year groups made positive progress in all areas of the curriculum with year 10 having the highest attainment increase of 4.4 per child.

2024-2025	JP				Not JP			
	Mean CAT	PT Last - first test			Mean CAT	PT Last - first test		
Averages	Y9-Y6	En	Ma	Sc	Y9-Y6	En	Ma	Sc
Year 8	N/A	2.5	3.8	-5.3	N/A	2.2	2.5	-4.3
Year 9	3.4	3.9	4.9	8.1	3.8	4.3	5.1	6.4
Year 10	3.2	2.2	1.3	1.6	3.2	3.3	4.7	5.0
Year 11	3.3	5.5	8.9	4.0	3.1	4.8	9.0	5.7
Overall	3.3	3.3	4.7	0.8	3.4	3.5	4.9	2.7

Tracking progress in KS3

Internal data tracking for JP children is showing that teaching is having a positive impact on the progress that the children are making towards their end of KS3 expectations. The tables below demonstrate the percentage of children who are on track to meet or exceed the end of KS3 standard.

Year 7 Subject data

Subject	JP	Non JP	Av	KS2 At or Above	Increase
English	49 (+5)	51 (=)	50	41.5	+8.5%

Subject	JP	Non JP	Av	KS2 At or Above	Increase
Mathematics	65 (+9)	66 (+6)	65	46	+19%

Subject	JP	Non JP	Av
Science	41	42	41

Year 8 Subject data

Subject	JP	Non JP	Av	KS2 At or Above	Increase
English	47 (+2)	47	47	41.5	+5.5%

Subject	JP	Non JP	Av	KS2 At or Above	Increase
Mathematics	59 (+1)	57	58	45	13%

Subject	JP	Non JP	Av
Science	41	46	44

JP Mentoring and monitoring and attendance:

% School - Jersey Premium

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2023/2024				
JP	86.1%	9.9%	3.9%	0.0%
Not JP	91.1%	6.6%	2.3%	
2022/2023				
JP	87.5%	8.5%	4.0%	0.0%
Not JP	91.7%	6.9%	1.5%	0.0%

% 11-16 Schools - Jersey Premium

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2023/2024				
JP	83.6%	8.7%	7.7%	0.0%
Not JP	92.0%	5.6%	2.4%	0.0%
2022/2023				
JP	85.7%	8.0%	6.2%	0.0%
Not JP	92.7%	5.5%	1.8%	0.0%

- Attendance of children who are JP has gone down on previous years, however HV JP students' attendance is higher than other similar schools by nearly 3%.
- Current attendance data already shows an improvement on the previous year's attendance in both JP and Not JP students. (Dec 24) JP students 89.1% Increase by 3% on previous year (Not JP 93.1 - 2% increase)
- Children are accessing the breakfast club daily. The numbers of children who are accessing the breakfast who are JP is at an average of 80 meals being provided on a weekly basis.

- Year 7 children – now year 8 - are the most frequent visitors to the breakfast club. One weeks' worth of data suggests that 149 Year 7 children accessed breakfast within the week with 59 being taken by JP children.
- On average all the support measures within our programme have increased 18.2% compared to this time last year when comparing Yr. 8 and Yr. 9 data for the same cohort.
- HOY are managing to meet with their students as regular as once a half term in some cases but more often once a term. Students are feeling supported and have a voice that can be heard beyond the classroom. This is reflected with the champion in the corner that is the JP-Super-mentor.

Specialised Vocational Curriculum – Highlands College.

- 100% of JP students who attended a Highlands College course achieved their MEG or higher.
- 50% of JP students who attended a Highlands College course, enrolled on a Highlands College course in September 2024.

Post-16 Destination Information

- 21 out of 22 JP Students (94%) attended their first choice of post 16 Provider in September 2024
- 59% of JP students (13 students) enrolled on a level 3 course
- 45% of JP students (10 students) enrolled on a course at Highlands
- 14% of JP students (3 students) enrolled on a course at Hautlieu

Level	Previous Years (%)					
	2019	2020	2021	2022	2023	2024
Level 1	7	3	4	0	7	3
Level 2	45	32	28	31	37	33
Level 3	37	55	56	59	44	50
Employment/Apprent	4	8	5	7	6	10
Unknown/Left Jersey	8	2	7	3	6	3

Summer School 2024

The Success of our Summer School programme continues to shine. Over two weeks we delivered a well-rounded mix of English and Mathematics lessons. Paired with a variety of engaging afternoon activities, catering to students from year 7 to year 10. While, the programme was open to all, we placed particular emphasis on supporting students eligible for Jersey Premium, as well as those with special educational needs, English as an additional language, social, emotional, and mental health challenges, or requiring extra support for their learning and well-being.

Aligned with the National Curriculum's focus on 'learning outside the classroom,' the benefits of taking students into new environments have been exceptional. This approach fostered teamwork, boosted confidence, and encouraged personal responsibility. The impact has been especially noticeable when students returned to their classrooms or homes, with consistent improvements year-on-year.

This was our fifth year delivering Summer School which aims unlock students' potential through outdoor exploration and adventure, while addressing any learning gaps. The goal was to broaden their horizons for the future. The holistic approach has proven to be highly beneficial, making a meaningful difference in educational outcomes and reinforcing the values of the programme.

Improvement in attainment – JP children made the most improvements in their academics in both Mathematics and English, but the mean difference in Mathematics had the biggest impact, shown below.

	Overall	JP	Non-JP
Mean Difference in Maths	31%	39%	27%

Observations and comments made by Advisors, Students Parents and Teachers about provisions made at HV for JP children.

Parent Voice

"This is such a valuable programme for Haute Vallee Students! My son has benefited from the focused Mathematics and English sessions."

"I cannot express how thankful I am for this initiative. It's reassuring to know my children are receiving quality support for their teachers while engaging in fun activities, all at no cost. I sincerely hope that Haute Vallee continues this programme next year."

"My daughter loved being with her friends and appreciated the encouragement from her teachers. It's wonderful to see her confidence in English grow, and it truly means a lot to us as parent."

Students' Voice:

"I didn't want Summer School to end! It was the only time I did fun activities in the Summer and went to places that I have never been before. I think Haute Vallee should have a Summer School every year."

"I loved going out in the afternoons with my teachers, it was so nice to spend time with them out of lessons. I actually really enjoyed the learning too which I wasn't expecting. It has helped reduce my anxiety around going to English in September too because I feel like I am a lot better than I was before."

"This was my second year attending Summer School and I think it was even better than last year. It was so much fun being with my friends in the holidays and doing fun stuff I wouldn't usually be able to do. In the mornings we did English and Math's, and I feel like that has really helped me to catch up to where I want to be after missing so much of School."

Teacher Voice:

The Haute Vallée Summer School has been an incredible experience for both pupils and staff. It has been a privilege to support pupils in their learning journeys; to develop their knowledge and understanding as well as, build new skills in Mathematics and English. These lessons have been essential in closing the gap in learning. This has been evidenced in pupils' growing confidence and attitude towards learning and progress in academic results over the past weeks. The additional activities have enabled pupils to build friendships, work together and develop their own personal adventures and self-discovery. Pupils have experienced memorable, exciting activities which have inspired new interests and pride in themselves and others. Pupils have taken on new challenges and strengthened positive relationships with one another across year groups. For myself, it has been fulfilling to build positive professional relationships with the pupils, to see the pupils encourage one another as caring community of young people and grow as unique individuals. Thank-you for this memorable experience at the start of my teaching journey."

The Haute Vallee Summer School really does capture the spirit of our ever-developing school community. It has been brilliant to see students embracing learning opportunities, building new relationships and growing as rounded individuals, we can be proud of."

John Searle, Education Consultant:

"The Jersey Premium funding has been used well to ensure those who require additional support have targeted intervention either 1:1 or alongside in classes."