



St Mary's School Jersey Premium Report

December 2025

Article 3 - All adults should always do what is best for you.

Article 27 – Governments recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

What is Jersey Premium:

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.

What provision is made at St Mary's School:

St Mary's School aims to be an inclusive school where all children, parents/carers, staff and other community members feel valued and involved. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals, or groups of pupils. Providing equality for all of our children is a priority for us. We make this a reality through the attention we pay to the different groups of children within our school regardless of:

- Gender
- Any identified Inclusion need
- Ability
- Differing family structures
- Risk of disaffection or exclusion.



We have put plans for pupils in receipt of Jersey Premium in the following areas:

- Raising aspiration
- Increasing confidence in speaking and written expression
- Making learning stick
- Developing social and cultural equity

Jersey Premium at St Mary's

	Total pupils	Total pupils in receipt of JP	Percentage of pupils in receipt of JP
Year end 2025	153	21	13.7%

Jersey Premium Roles and Responsibilities:

At St Mary's, all staff have a responsibility for Jersey Premium within the school.

During the 2024-25 academic year, the Jersey Premium lead was Maria Stegenwalner.

The JP lead's responsibilities include:

- Providing support and guidance to all staff
- Developing Jersey Premium initiatives throughout the class
- Monitoring and evaluating the effectiveness of JP initiatives
- Deployment of support staff, including the timetabling of keyworkers and teaching assistants.
- Monitoring attainment and progress through pupil progress meetings and data analysis.
- Delivering CYPES guidance to staff.

Class/Subject teacher responsibilities are:

- Ensuring differentiation and support in the classroom in line with children's needs
- Being aware of possible needs of children in receipt of Jersey Premium and adapting their practice to meet those needs
- Informing the SLT of individual specific areas for support and contributing to plans to reduce the attainment gap.
- High quality teaching
- Deployment of keyworker/teaching assistants in their classroom.

Attainment for JP Pupils in 2024-25

We measure the attainment of all children in the school in reading, writing and maths. Below is the attainment for children in receipt of Jersey Premium.

	Attainment Reading for JP pupils in KS1/2	Attainment Writing for JP pupils in KS1/2	Attainment in Maths for JP pupils in KS1/2
Secure	52%	52%	50%
Developing	28%	28%	40%
Emerging	16%	20%	8%
Out of year group	4%	0	4%

Expertise of Staff

At St Mary we have regular training updates in staff meetings in school. Some of these are focused on the needs of our cohort of children in receipt of Jersey Premium so that teachers:



- Understand the need to close the attainment gap
- Are familiar with the JP plan and can proactively support the children in their class
- Know how to use the allocated resources to support their children in receipt of JP funding.
- Have an understanding of attachment issues for some of our children
- Know how to plan and teach their lessons in a way that is appropriate for children with special educational

The following took place for some/all staff:

- JP lead – training with Marc Rowland
- Teachers – staff meeting training – how to meet the needs of individual children in receipt of JP, training developing oracy
- Teachers – 2 teachers received oracy lead training, 1 more trained in Scribble/Drawing Club (EYFS)
- Teachers and TAs received regular weekly training on Read Write Inc

Jersey Premium Funding allocation for 2024

Our Jersey Premium Funding for 2025 was £58,000.

Jersey Premium Funding Review

Initiatives	Intended Impact	Overall Cost
Employing a teacher for 3 days per week to build on projects that we have already started on: Hertfordshire Reading Comprehension Maths support – consolidating concepts ready for new learning	<ol style="list-style-type: none"> 1) Strengthen accuracy, fluency and comprehension for pupils progressing toward reading fluency, with explicit development of prosody and confidence in reading aloud. 2) Provide high-quality, targeted support—primarily in KS2—to consolidate prior learning and prepare pupils for upcoming curriculum content. 	£38,200

Reading: Accuracy, Fluency and Comprehension

The intervention has again proved highly effective. Although originally designed to prioritise structured synthetic phonics, the teacher's time was used flexibly to meet emerging needs. RWI support remains secure, and pupils receiving additional teaching made clear and sustained progress.

The Hertfordshire Reading Comprehension programme continues to be a particularly high-value intervention. The vast majority of pupils demonstrated marked improvement across all three strands—fluency, comprehension and accuracy—with the remainder making strong gains in at least two areas. Engagement has been consistently high, and pupils' confidence in reading aloud has noticeably increased. The teacher's strong relationships with pupils and close collaboration with class teachers ensured that support was precisely tailored. This personalised approach has been central to the success of the programme.

Maths consolidation and preparation for new learning

The maths support has been sharply focused and bespoke, addressing gaps in understanding while laying secure foundations for new learning. Pupils report that working in small groups has been particularly beneficial, enabling them to deepen their understanding of key concepts and approach new material with greater confidence.

Teachers have observed improved readiness for whole-class teaching, with pupils demonstrating increased resilience and willingness to engage with challenging content. This targeted approach has ensured that pupils who might otherwise fall behind are better equipped to keep pace with the curriculum.

Overall Evaluation

This two-term provision has delivered strong, demonstrable impact across both reading and maths. The combination of skilled teaching, flexible deployment and close collaboration with class teachers has ensured that support is precisely matched to need. Pupils have shown clear academic gains, improved confidence and greater engagement with learning.

The investment represents good value for money, with measurable improvements in core skills and a positive shift in pupils' attitudes towards reading and mathematics. The outcomes provide a strong foundation for continued development of targeted intervention work.



<p>Voice 21 Oracy Project Staff will undertake training in developing oracy in the classroom and will</p>	<ol style="list-style-type: none"> 1. Strengthen pupils' confidence when speaking in the classroom. 2. Increase exposure to high-quality spoken language to support writing. 3. Equip pupils with the structures and vocabulary needed to express opinions, disagree respectfully and articulate their own viewpoints. 	<p>£5,000</p>
<p>The Voice 21 Oracy Project was implemented to strengthen pupils' spoken language skills through staff training and the systematic use of oracy strategies across the school. The intended impact focused on increasing pupils' confidence, improving the quality of spoken language to support writing, and equipping children with the linguistic structures needed to express and justify their views.</p> <p>1) Increased confidence in speaking</p> <p>The project has been highly successful in improving pupils' confidence when speaking in a range of contexts. Although the initial budget covered only the Voice 21 subscription, it became clear that meaningful implementation required additional staff training. This investment has been instrumental in embedding oracy practices across classrooms.</p> <p>A clear indicator of progress is the increased audibility and clarity of pupils' contributions during lessons and assemblies. Children who previously spoke hesitantly or quietly are now more willing to share their ideas publicly. This shift reflects a growing sense of self-assurance and a stronger belief that their voice matters.</p> <p>2) Improved access to high-quality spoken language</p> <p>The project has significantly increased pupils' exposure to structured, high-quality spoken language. Teachers report that the use of Voice 21 talk strategies has led to richer classroom dialogue, with pupils drawing on sentence stems, vocabulary prompts and discussion routines to articulate their thinking more effectively.</p> <p>This improvement is also beginning to influence pupils' writing, as they internalise the language patterns modelled through structured talk. The project has therefore strengthened the link between oracy and literacy, supporting pupils' ability to organise, justify and extend their ideas.</p> <p>3) Development of language for reasoning, disagreement and opinion-sharing</p> <p>A key aim was to equip pupils with the linguistic tools needed to express opinions, disagree respectfully and articulate their own viewpoints. Teachers have observed a noticeable improvement in pupils' ability to engage in reasoned discussion, particularly when using agreed talk structures.</p> <p>For some pupils, early progress is seen in small-group or partner talk, where they are now more willing to contribute and practise new language structures. Although these gains may appear modest, they represent a significant increase in social and cultural capital—especially for quieter or less confident children.</p> <p>Staff now have a clearer understanding of the developmental stages of oracy and can identify next steps for individual pupils. This shared professional knowledge is strengthening consistency across the school and supporting the long-term goal of enabling every child to speak with confidence in a wide range of contexts.</p> <p>Overall Evaluation</p> <p>The Voice 21 Oracy Project has delivered strong and meaningful impact. The combination of high-quality training, consistent classroom practice and targeted support has led to increased pupil confidence, richer classroom dialogue and improved access to the language structures needed for effective communication. The project has broadened pupils' social and cultural capital and provided a clear framework for developing oracy over time. It represents a valuable and sustainable investment in pupils' long-term academic and personal development.</p>		
<p>Extra-curricular activities for enrichment: Football Multi-sport Music Drama – Play- Make Do and Mend</p>	<ol style="list-style-type: none"> I. To improve cultural and social parity by providing extra-curricular activities delivered by experts. 	<p>£15,000</p>
<p>The enrichment programme has provided pupils with access to high-quality extra-curricular activities in football, multi-sport, music and drama. The intended impact was to improve cultural and social parity by</p>		



ensuring that all pupils—particularly those in receipt of Jersey Premium—could benefit from expert-led opportunities that broaden their experiences and build confidence.

1) Increased access and participation

The programme has continued to represent a strong use of funding, with children across the school benefiting from expert-led sessions. Initially, after-school sports clubs were offered, but attendance barriers meant that some pupils—particularly those in receipt of Jersey Premium—were unable to participate. Moving these sessions into the school day significantly increased reach and ensured equitable access.

Pupils report that the sessions are energetic, enjoyable and highly engaging. Importantly, they also support the development of positive attitudes toward physical activity before adolescence, when participation often declines. All pupils in receipt of Jersey Premium have taken part, ensuring the programme meets its equity aims.

2) Music: choir participation and performance

The school choir continues to be extremely popular, with strong uptake from pupils in receipt of Jersey Premium. The choir has performed in a range of public settings—including church services, the Eisteddfod and community concerts—providing pupils with valuable cultural experiences and opportunities to perform to real audiences.

These experiences contribute significantly to pupils' confidence, sense of belonging and cultural capital. They also strengthen the school's visibility within the wider community.

3) Drama 'Make Do and Mend'

The 80th anniversary of the Liberation of the Channel Islands provided an exceptional cultural opportunity. The school staged a play in a professional theatre—an experience that offered pupils a level of cultural capital rarely accessible at primary age.

The impact was multifaceted:

- Pupils learned history through performance, deepening understanding in a memorable way
- They developed responsibility, teamwork and discipline through rehearsals
- The production received media coverage and was attended by the Education Minister and the Deputy Bailiff, who met the cast backstage
- 10 out of 14 Jersey Premium pupils in Years 4–6 had speaking roles, giving them a platform to develop confidence and public-speaking skills

This experience was transformative for many pupils, offering a sense of pride, achievement and visibility that extends far beyond the performance itself.

4) Social, Cultural and Personal Development

Although the impact of enrichment activities is not easily quantified, the qualitative evidence is compelling. Over the two years since this strand of funding began, pupils have shown:

- Increased enthusiasm for participating in new experiences
- Greater confidence in public and group settings
- A stronger sense of pride in their achievements
- Improved social and cultural awareness

Parents have also expressed pride and excitement, reinforcing the value of these opportunities for family engagement and community cohesion.

Overall Evaluation

The enrichment programme has been highly successful in promoting confidence, broadening horizons and providing pupils—particularly those in receipt of Jersey Premium—with access to meaningful cultural and social experiences. By removing barriers to participation and offering expert-led opportunities within the school day, the programme has ensured equity and maximised impact.

The activities have enriched pupils' lives in ways that extend beyond academic outcomes, contributing to their personal development, cultural capital and long-term aspirations. This remains a valuable and effective use of funding

Summary

Across the past two years, our Jersey Premium strategy has focused on addressing the core challenges faced by our disadvantaged pupils: limited access to rich experiences, reduced exposure to high-quality language, lower levels of confidence and agency, and difficulty embedding learning securely. Each initiative has been designed to tackle these barriers directly, broadening pupils' horizons while strengthening the academic foundations that enable long-term success.

Our investment in targeted teaching for reading and maths has delivered strong, measurable gains. Pupils receiving additional support have made clear progress in accuracy, fluency and comprehension, with the Hertfordshire Reading Comprehension programme continuing to be a particularly high-value intervention. Bespoke maths support has closed gaps and improved readiness for new learning, with pupils reporting



increased confidence and engagement. These outcomes reflect the quality of teaching, the strength of relationships built, and the careful tailoring of provision to individual need.

Alongside academic support, the Voice 21 Oracy Project has significantly strengthened pupils' spoken language skills. Staff training has transformed classroom practice, leading to more confident contributions, richer dialogue and improved access to the language structures that underpin both writing and reasoning. For many pupils—particularly quieter or less confident children—this has been a powerful step in developing agency, self-belief and the ability to express themselves clearly in a range of contexts.

Our enrichment programme has further expanded pupils' cultural and social capital. By moving sports provision into the school day, we ensured equitable access and high participation, fostering positive attitudes toward physical activity. Music and drama have provided exceptional opportunities for performance, pride and community engagement. The Liberation 80 theatre production offered a once-in-a-generation experience, giving pupils the chance to perform on a professional stage, meet civic leaders and see themselves represented in a public cultural event. These experiences have had a profound impact on confidence, aspiration and pupils' sense of what is possible for them.

Taken together, these initiatives demonstrate a coherent and effective use of Jersey Premium funding. They have strengthened academic outcomes, enriched pupils' cultural experiences and built the confidence, resilience and ambition that sit at the heart of overcoming disadvantage. The enthusiasm, pride and engagement shown by pupils—and echoed by their families—provide compelling evidence that this strategy is making a meaningful difference to their lives, both now and for the future.

The Way Forward

The way forward in our work to level the playing field and lower the attainment gap, can be found in St Mary's School, Jersey Premium Plan 2026 on the school website.