

Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our pupils eligible for funding.

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	d'Auvergne Primary
Number of pupils in school	451
Proportion (%) of Jersey Premium eligible pupils	32% (145)
Academic year/years that our current Jersey Premium strategy plan covers	2021-2025
Date this statement was published	31 st January 2024
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Sam Cooper
Jersey Premium lead	Alexandra Wheaton

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£213,000
Total budget for this academic year	£213,000
Currently budget	£213,000

Part A: Jersey Premium strategy plan

Statement of intent

At d’Auvergne, our curriculum and teaching will:

- Ensure every child makes consistently good progress in every class.
- Focus on developing confident communicators who have a wide vocabulary.
- Ensure our children work hard; gain increasing confidence and independence; and respond positively to challenges.
- Enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful learners and citizens.
- Cater very well for different achievement levels, routinely providing appropriate challenge and support.
- Cover in full the Jersey Curriculum, ensuring breadth, balance and depth of learning through a range of rich experiences which build cultural capital.
- Be enhanced by the strongest home-school links.
- Promote the highest of expectations and aspirations for all associated to d’Auvergne School.
- Actively promote positive mental health and wellbeing.

Curriculum Intent

Our curriculum and our teaching will “Enable all children to do well in a broad range of subjects, equipping them with knowledge and skills required to be successful learners and citizens.”

This is the fundamental principle that underpins the design, implementation and ongoing review of the d’Auvergne curriculum. It is at the very core of our ‘why’ and defines us as a school.

Our curriculum goes far beyond the outcomes seen at the end of Year 6. We have thoughtfully constructed a curriculum framework which focuses not solely on academia but on shaping our pupils into confident, passionate, life-long learners. We want all our pupils to continue their journey with a secure foundation of knowledge, skills, ideas and most importantly—a relentless curiosity about the world around them. Thus, when designing our curriculum, we endeavoured to ensure it was broad, complimented by a wide range of experiences and provided pupils with far more than just academic achievement.

Our ambition is for all pupils in d’Auvergne to have equity of access to high quality teaching and experiences, which leads to attainment at least in-line with peers. Our Jersey Premium Strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

*Our distribution of funding is predicated on children accessing quality-first teaching, in the first instance. Teaching is the top priority, including professional development. This is further enhanced by having the best possible resources available to all pupils. **“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”** Sir Kevan Collins.*

Providing many chances for the development of cultural and emotional capital is a key principle of our school, and all pupils will experience enrichment opportunities irrespective of their socio-economic situation. These will be driven by pupil-interests.

- *By the time pupils leave d’Auvergne, we want there to be no evidence of disadvantage having impacted their school life or future prospects; we want to have removed all barriers.*

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Gaps in reading, writing, maths and phonics (across the school)
4	Lacking enrichment opportunities/cultural capital and low aspirations

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
Accelerated progress in Reading	Children's attainment is 'at least' in line with the Island average (1,2,3)
Accelerated progress in Writing	Children's attainment is 'at least' in line with the Island average(1,2,3)
Accelerated progress in Maths	Children's attainment is 'at least' in line with the Island average (1,2,3)
Significant engagement in enrichment opportunities	All children access at least one non-curricula enrichment opportunity. (4)

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>JP Admin (£21k) [One day / week]</p>	<p>Approximately, 1/3 of our pupils are eligible for Jersey Premium. With such extensive numbers and associated resource, management time is required to ensure best outcomes. This will enable to gathering of children's voice and research into opportunities for our children to grow both in cultural and emotional capital as well as the evaluation of existing provision. This time will also be used to address admin when arranging enrichment opportunities and liaising with outside agencies. Teachers will be supported by peer buddy systems and the DH will cover time in the Summer term to enable the launch of this project.</p>	1-4
<p>MakerSpace Enrichment Experience (£29k) [Two days / week]</p>	<p>Improving cultural capital, particularly for disadvantaged pupils, while promoting STEM amongst girls is a central focus for d'Auvergne. Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p> <p>Staff benefit from high-quality CPD, which is applied and demonstrated in STEM weeks as well as in high quality Science and Design and Technology experiences. This offers our children the chance to explore skills and opportunities outside of the usual 'academic classroom'.</p>	1,4
<p>MLL Support (£0k)</p>	<p>As part of our d'Auvergne community 40% of our pupils are MLL, with 37% of these being both EAL and JP. Our data indicates (for Secure and above) that our pupils with MLL do not attain as well as their English-speaking peers in EYFS, Y2, Y4 (with the exception of Maths which is on par). The 2022-2023 Data Reports shows that MLL children attain lower in all areas of the EYFS Early Learning Goals.</p> <p>In KS1 progress of MLL and non-MLL children is relatively stable with a 4% difference in children achieving in Maths. A difference of 13% for Writing and stark contrast of 26% Reading. LKS2 the gap begins to narrow between MLL learners and their non-MLL peers with 19% less of them attaining in Reading, 10% for Writing and MLL and non-MLL children being on par for their attainment in Maths. At the end of KS2 our MLL pupils our perform non-MLL learners, 71% in Reading, 68% in Writing and 53% in Maths.</p>	1-4

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

Budgeted cost: £ 152,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the levels of children achieving the expected standard or above in writing. (£58K)</p>	<p>Writing continues to be an area for development for children at d’Auvergne, particularly those receiving Jersey Premium. Our assessments show that across the school average amount of JP children reaching end of year age related expectations is 54%, with the higher attaining year group being Reception with 77% of JP children working AT ARE or above and the lowest being Y1 with only 33% achieving end of year ARE or above in Summer 2022.</p> <p>In Spring 2023, we appointed a non-class-based teacher to support the teaching of writing and to support staff in the delivery of writing lessons, this has, and will continue to ensure that the teaching of writing is more explicit and that all staff are confident in their delivery of writing. Children have been exposed to more opportunities for writing and where possible, they are linked to real-life experiences (which will go hand in hand with our enrichment opportunities). Teachers are supported by the writing coach during their PPA to ensure consistently high expectations and the implementation of Text Drivers.</p>	<p>1,2</p>
<p>Voice 21- Oracy Speaker in Residence (£20k)</p> <p>Love Theatre (£5k)</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning, later in their school lives. The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies often report improved classroom climate and fewer behavioural issues following work on oral language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement but have a high impact.</p> <p>With the introduction of our Storyteller In Residence, we hope to improve not only children’s Oracy but also their initial love for the verbal story, that will then transfer on the quest for more stories and engagement with reading materials within EYFS and KS1, this is then built upon by the exposure to ‘Love Theatre’ and the opportunity to complete LAMDA exams in KS2.</p>	<p>1-4</p>
<p>Improve the levels of children achieving the expected standard or above in Maths. (£47k)</p>	<p>Maths is an additional area for development for children at d’Auvergne, particularly those receiving Jersey Premium. Our assessments show that across the school average amount of JP children reaching end of year age related expectations is 50%, with the higher attaining year group being Reception with 89% of JP</p>	<p>3</p>

	<p>children working AT ARE or above and the lowest being Y5 with only 33% achieving end of year ARE or above in Summer 2022.</p> <p>From Easter 2024,, in partnership with the Maths Lead, we will utilising the return of two experienced teachers to support the teaching of Maths and to support staff in the delivery high-quality interventions for those children who are not making progress in KS2.</p>	
<p>Out of school day catch-up intervention led by teachers and trained teaching assistants.</p> <p><i>Extension of the school day by 15 minutes, for Guided Reading</i></p> <p>(£22k)</p>	<p>An extension of the school day, has meant that all children are receiving an additional hour and fifteen minutes of their teacher's time in a week to focus on Guided and Whole-Class reading. Historically, standards in literacy have been significantly impacted during the pandemic. While 19% of the school's children received additional tutoring sessions (through the Jersey Tutoring Programme) for at least half an hour, not all of this time is committed to literacy. The additional 15 minutes lends itself to having the capacity to deliver longer sessions, committed to Reading in the morning, as well as exploring the library and our facilities and (with the new employment of a Reading Lead) exploring and encouraging the love of reading, which will have a positive impact on our School Reading data.</p>	<p>1-3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils' physical/mental well-being and character development</p> <p>John Muir (£3k)</p>	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data.</p> <p>Enabling children, at the beginning of the Y6 journey to explore the Island of Jersey enables the children to form strong bonds with their class teachers and promotes wellbeing. Over the past three years we have found that this has a positive impact on behaviour throughout the year as well as encouraging the children to take part in a Charity based activity which enables them to explore their local environment.</p>	4
<p>Access to Jersey Music Service (£8k)</p>	<p>Every child has the right to learn to play an instrument,</p> <p>EEF- describe the benefits to children in learning to play musical instruments. Whilst these activities, of course, have important educational value in themselves.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data. In partnership with JMS, JAM and Music in Action we are committed to promoting this opportunity within Y3 and Y4 in order to continue with the project over the next two academic years.</p>	4
<p>Access to After School Club</p>	<p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests. At d'Auvergne we are a fully licenced (through Day Care Registration) After School Club provider running both Breakfast and After School Club provision. Breakfast club runs from 7:30-8:15am, five mornings of the week, whereas After School Club operates from 3pm-5pm (split into two 1hr sessions). At d'Auvergne we offer 27 different activities, covering a range of different skill sets and children's interests (Homework club, Meditation, Football, Mini-chefs etc). These are delivered by a combination of both d'Auvergne staff and Outside Providers. Each Jersey Premium child is offered one free session a week, with additional support being offered where required.</p>	4

Total budgeted cost: £ 213,000

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 2020 to 2021 academic year.

2022 – 2023 Teaching Projects

Project and Rationale	Impact
<p>JP Admin (£9k) <i>[One afternoon / week]</i></p> <p>Over 1/3 of our pupils are eligible for Jersey Premium. With such extensive numbers and associated resource, management time is required to ensure best outcomes.</p>	<p>The role of JP Admin lead continues to be developed, with varying terms of responsibility.</p> <p>Liaising with the After School Club Manager JP children are continuing to access a wide range of over 25 different activities per week, with numbers continuing to rise term by term.</p> <p>The John Muir Certification was organised and led by the JP lead with costs covered for our heaviest JP year group (Year 6 2022-23). This provided many positive benefits for the children's emotional and cultural capital. It is now an integral part of beginning Year 6, enabling the improvement of strong bonds between children and their support team.</p> <p>The progress and attainment of JP children continues to be monitored and be the focus of the majority of staff meetings as well as pupil progress meetings.</p>
Project and Rationale	Impact
<p>Jersey Premium Mentors Ensuring Quality First Teaching (£30k) <i>Alex Wheaton (£13k)</i> <i>[Three afternoons / week]</i> <i>Rachel Lutkin-Clarke (£17k)</i> <i>[One day / week]</i></p>	<p>Due to long-term staff absence, and a lack of Supply Teachers available on Island, both managers were unable to fill these roles as initially as planned, this has resulted in a significant underspend. With the recent appointment of an 'out of class' Deputy Head and regular coverage provided for the KS1/EYFS lead we are now able to cover this cost in house, while still monitoring Jersey Premium enrichment and opportunities across the school.</p>

<p>Each Phase has a dedicated senior member of staff who works alongside the other members of staff supporting Jersey Premium children.</p> <p>Their role is to act as a teaching mentor / coach (OLEVI-Trained) and key person for those children and teachers.</p> <p>They are committed to working alongside teachers and children, in class, to develop the very best practices and that appropriate support is being provided to all JP Pupils.</p> <p>The mentors meet weekly with the SLT, updating them with progress. Staff Meetings (in Curriculum Teams) are heavily influenced by observations and evidence gathered.</p> <p>We know that quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. In order for this to happen, teachers will (by Phase Leads) be given time to meet with disadvantaged children and spend time providing 1:1 feedback on how to improve pupils' core skills. The child will work towards their next step in class independently and the successes will be reviewed regularly, with the Phase Lead using the work as evidence of their success.</p>	
Project and Rationale	Impact
<p><i>MakerSpace Enrichment Experience (£26k)</i></p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p> <p>Staff benefit from high-quality CPD, which is applied and demonstrated in STEM weeks as well as in high quality Science and Design and Technology experiences.</p>	<p>With developing skills, interest and commitment all KS2 classes have accessed the 'Maker Space' between 2 and 3 times a year.</p> <p>The 'final products' produced at the end of each half term not only provide children with a sense of pride but also continue their curriculum and topical learning. Feedback from the children and parents continues to evidence that children who participate in these enrichment opportunities have genuinely increased aspirations for their future, with access to the Maker Space being a highlight of a week.</p> <p>Children who have not necessarily had such opportunities at home, have been able to develop important life skills, such as problem solving and team building and these subsequently are used in other areas of learning, building creative thinkers and resilient learners.</p>

Project and Rationale	Impact
<p>MLL Support (£19k)</p> <p>As part of our d’Auvergne community 36% of our pupils are EAL, with 40% of these being both EAL and JP. Our data indicates that our pupils with EAL do not attain as well as their English-speaking peers. The 2021–2022 Data Reports shows that EAL children attain lower in all areas bar ‘Creating Materials’ (increase of 10% in comparison to non-MLL), Fine Motor Skills (increase of 20% comparison to non-MLL) and are equal to non-EAL in both Gross Motor Skills and Being Imaginative.</p> <p>In KS1 progress of MLL and non-MLL children is relatively stable with a 3% difference in children achieving in Maths and Reading and equal achievement in Writing. LKS2 the gap begins to widen between MLL learners and their non-MLL peers with 26% less of them attaining in Maths and Writing and 29% less attaining in Reading. At the end of KS2 our MLL pupils achieve better in French than non-MLL learners. However, in Maths 8% less MLL pupils achieve developing+, 15% achieve less in Reading and 5% less in Writing.</p>	<p>All staff (including ECTS and newly appointed teachers) are BELL Foundation trained and able to successfully assess children in different areas with support from the EAL specialist. The specialist has a thorough ‘Welcome’ and ‘Induction’ package for those arrivals who are new to speaking English, as well as being supported by a MLL specialist Learning Mentor from the department.</p> <p>The children in KS2 all receive one hour of French lessons each week. Year 5 also take part in the ‘French Experience’ where they are immersed in French lessons 3 times a week over the course of a half term. Levels have risen significantly over the last three years.</p> <p>Pupil voice and parent feedback suggests that children who come to our school with English as a second language feel welcome, confident and celebrated.</p> <p>Children across the school have benefitted from adults who can speak another language, supporting them with understanding and day to day routines within the community of the school. Many of our staff, in various roles, are bi-lingual this offers both children and parents the comfort of talking in their home language. The use of bi/multilingual learning is a commitment we are passionate about developing.</p>
Project and Rationale	Impact
<p>NELI- Nuffield Early Language Intervention (£2k)</p> <p>Our assessments show that pupils who are disadvantaged do not access curriculum subjects as easily as others because they have less exposure to a rich vocabulary.</p> <p>JP Lead, SENDCO, EYFS Lead, EYFS teachers and teaching support to be trained in NELI.</p>	<p>The SENDCO and two EYFS learning mentors have accessed training in order to support the EYFS cohort of 2022–2023 with making sure this is an integral tool used to assess and support language. As a team we have decided to cease using NELI as the team are more familiar and prefer WELCOMM and feel this is more suitable for our children and staff.</p>

2022 – 2023 Targeted Academic Interventions

Project and Rationale	Impact
<p>Improve the levels of children achieving the expected standard or above in writing (£61K)</p> <p>Writing continues to be an area for development for children at d’Auvergne particularly those receiving Jersey Premium. Our assessments show that across the school average amount of JP children reaching end of year age related expectations is 42%, with the higher attaining year group being Y1 with 52% of JP children working AT ARE or above and the lowest being Y3 with only 28% achieving end of year ARE or above in Summer 2022.</p> <p>From Easter 2023 we will be appointing a non-class based teacher to support the teaching of writing and to support staff in the delivery of writing lessons, this will also ensure that the teaching of writing is more explicit and that all staff are confident in their delivery of writing. Children will be exposed to more opportunities for writing and where possible, they will be linked to real-life experiences (which will go hand in hand with our enrichment opportunities).</p>	<p>Having a dedicated, out of class writing lead has allowed the school to develop in accordance to advice from the Education Department and begin to enhance and improve our Writing Curriculum using ‘Text Drivers’. Regular professional development sessions have been held, in partnership with Cris Cheal.</p> <p>The School’s approach to writing is more consistent which empowers staff and raises their confidence when delivering lessons.</p> <p>Individuals and small groups have been targeted throughout the year and the overwhelming majority are showing strong progress as a result of this approach.</p>
Project and Rationale	Impact
<p>Voice 21- Oracy</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning, later in their school lives. The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies often report improved classroom climate and fewer behavioural issues following work on oral language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion are inexpensive to implement but have a high impact.</p>	<p>Having worked on developing Oracy across the School we have observed a clear improvement in children’s desire to talk, both to their peers during learning time and to the adults who support them. With this, the children’s vocabulary is improving and they are becoming confident communicators.</p> <p>Due to a large change in staff in Autumn 2023 we are having to consolidate many training sessions and should be viewed as ‘revisiting’ our first year as a Voice 21 school.</p> <p>Excellent ‘talk for learning’ is demonstrated in EYFS and continued throughout the school.</p>

Project and Rationale	Impact
<p>Out of school day catch-up intervention led by teachers and trained teaching assistants.</p> <p><i>Extension of the school day by 15 minutes, for Guided Reading (£22k) from Summer term.</i></p> <p>Standards in literacy have been significantly impacted during the pandemic. While 19% of the school's children are receiving additional tutoring sessions (through the Jersey Tutoring Programme) for at least half an hour, not all of this time is committed to literacy.</p> <p>An extension of the school day would mean that all children are receiving an additional hour and fifteen minutes of their teacher's time in a week to focus on Guided and Whole-Class reading.</p>	<p>Beginning in September 2022 the addition of 15 minutes to the school day means that two-hour long sessions can be accessed in the afternoon. Additionally, a strong focus for the last half an hour of the day is given to reading.</p> <p>Reading data continues to improve.</p>
Project and Rationale	Impact
<p>Structured Resources (RWInc / MNP) (£15k)</p> <p>Again, our commitment is to ensure quality-first teaching is provided for all pupils.</p> <p>A systematic synthetic phonics programme for all children ensures outcomes for all. A systematic and consistent approach to maths based on strong theoretical research ensures the best outcomes for pupils. Teachers engage with the most up to date thinking from the Island Maths hub and Literacy Support. Having implemented these Maths and Phonics schemes three years ago standards and consistency across the school has improved. We must continue to build on these successes.</p>	<p>Having been implemented for 4 years, these resources continue to support the delivery of teaching and learning throughout the school. MNP has recently revised its resources and thus requires further time for staff and children to develop their familiarity with this.</p> <p>Read Write Inc levels have continued to increase with Nursery children now being able to access and recall initial sounds. Early implementation assists in rapid progress over time in the Foundation Stage.</p>
Project and Rationale	Impact
<p>Love Theatre (£5k)</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p>	<p>Love Theatre has continued to be accessed by children in Year 4, Year 5 and Year 6 with an additional after school club as well as in school sessions provided to our children accessing Jersey Premium.</p> <p>Throughout the School year, several children performed at the Jersey Arts Centre as part of the Drama Eisteddfod</p>

	and were very successful and the children continue to work on their LAMDA exams with high rates of success.
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2022 – 2023 Wider Strategies

Project and Rationale	Impact
<p>Support pupils’ physical/mental well-being and character development</p> <p><i>Jersey Sport (£20k)</i></p> <p><i>Outdoor Learning (£23k)</i></p> <p><i>John Muir (£3k)</i></p> <p>Jersey Sport - Recent physical testing has shown, on average, students from d’Auvergne scored below the age expected levels for their age in 4 areas (aerobic fitness, agility, flexibility, and strength) out of 8. In one area (strength), the students scored significantly below the expected levels for their age. We encourage active learning to stop the obesity crisis. EEF- Sports participation increased educational engagement and attainment.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data.</p> <p>Outdoor education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. It is incredibly important we provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, while at d’Auvergne.</p>	<p>Every class in d’Auvergne is able to access high quality Physical Literacy sessions delivered by a Jersey Sport Coach. Children have also the opportunity to be supported by Strength and Conditioning practitioners, Netball Coaches, Professional Rugby Players, Dance instructors, Swimming Coaches etc. Next year, rather than continuing to hire coaches through Jersey Sport we will privately employ our specific Sports Coach who has been working on d’Auvergne for 3 years. This will allow us to have a consistent and building relationship with our Coach.</p> <p>All year groups are also supported, either in small groups or as a whole class, by the Outdoor learning specialist. This role, has become vacant and there have been no suitable candidates to fill it. Two members of staff have attend Forest School training and will work to develop the outside provision we offer children at d’Auvergne, as well as continuing to develop the polytunnel and continue to commit to the importance of children spending time in nature and learning to grow and take care of plants, flowers, vegetables etc.</p> <p>John Muir continues to be a success and has become part of the Year 6 provision. Children are encouraged to explore and learn about their local environment, as well as identify and clear invasive species. This is all having a positive impact on their behaviour and well being, as well as promoting and improving their cultural capital</p>

Project and Rationale	Impact
<p>Access to Jersey Music Service (£3k)</p> <p>Every child has the right to learn to play an instrument, EEF- describe the benefits to children in learning to play musical instruments. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data</p>	<p>Several of our JP children have taken part in individual or small group lessons; learning the trumpet, drums or guitar. We will continue to pledge money towards the musical enrichment, as we believe that everyone has a passion. With the hiring of a specialist music practitioner more time, per week, is being dedicated to this subject.</p> <p>Within a short space of time not only is the choir continuing to go to strength to strength with the successful production of 'Oliver!' in Spring 2023 but also the formation of a d'Auvergne orchestra.</p>
Project and Rationale	Impact
<p>Access to After School Club (£10k)</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p>	<p>After School clubs continue to be regularly accessed by our JP families with sibling discount being offered as well as one free session per week. d'Auvergne has grown to have over 230 children booked into different clubs per term, there are over 25 different activities provided for our children.</p>
Project and Rationale	Impact
<p>Trips / Experiences / Laptops Pupil Hardship Fund (£5k)</p> <p>Funded/Subsidised opportunities for JP children. EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	<p>Individual pupils are being supported on a needs basis.</p>

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](http://www.gov.je)