

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	d'Auvergne Primary School
Number of pupils in school	441
Proportion (%) of Jersey Premium eligible pupils	28%
Academic year/years that our current Jersey Premium strategy plan covers	2021-2025
Date this statement was published	21 st January 2025
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Sam Cooper
Jersey Premium lead	Alexandra Wheaton

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£201,010
Total budget for this academic year	£201,010

Part A: Jersey Premium strategy plan

Statement of intent

Our current Jersey Premium Strategy has been implemented since 2021, with this year being the final year before it is reformed for 2026. Decisions regarding the spending of the fund are underpinned by the needs of **our** pupils, as well as conversations with Children, Young People, Educational Skills colleagues (Jersey Premium Schools Group) and research (Education Endowment Foundation).

Our Jersey Premium Strategy sits at the heart of a whole school effort, with all staff understanding the strategy and the part they play in addressing educational disadvantage. Importantly, this approach means that **all** children in our school benefit, whether they are classed as disadvantaged or not. Many strategic concepts from this plan are mirrored in our School Development Plan (SDP) and interlaced across school wide thinking.

We have thought extensively to incorporate teaching, Continuing Professional Development, resources to enhance learning, and wider experiences to inspire, motivate and contribute to the development of the whole child (rather than solely focusing on academic progress).

Our ultimate objectives:

- All pupils to have equity of access to high quality teaching and experiences, which leads to attainment *at least* in line with peers.
- Provide many chances for the development of cultural and emotional capital.
- All pupils will experience enrichment opportunities irrespective of their socio-economic situation.
- A collective understanding is shared, that 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 aim to remove all barriers.

At d'Auvergne we strive to prepare, all our children to be 'Fit for the Future', basing our school values on respect (respect for people, respect for learning and respect for property) and relationships. We promote the highest of expectations and aspirations for all associated to d'Auvergne School. All our staff are committed to developing confident communicators, who have a rich vocabulary. We ensure our children gain increasing confidence and grow in independence, while responding positively to challenge. Pupils and staff alike, actively promote positive mental health and wellbeing. As a team, we enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful lifelong learners and citizens. The team have a collective understanding, and endeavour to create positive and strong home-school links, where both parties have high aspirations for the children in their care.

Challenges

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

Challenge number	Detail of challenge
1	<p>To develop Speech, Language and Communication Skills.</p> <p>Historically, assessments upon entry to our Early Years show that increasing proportion of pupils have delayed development of their oral language and communication skills. In September 2024, 44% of our Nursery, 27% of our Reception cohort, 19% of Year 1 WELLCOMM interventions. As a school we receive weekly support from at least two members of the Speech And Language Therapist (SALT) Team working with 90% of our Futures (Additional Resource Provision) children, 14% of the Nursery cohort, 27% of Reception.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage (in all areas) Internal assessments from our Nursery show, that while 42% of children achieved all of the Early Learning Goals (ELG) by the end of Summer 2024, 58% of the cohort did not, with Literacy (50%/50%), Writing (50%/50%), Understanding the World (53%/47%), People, Culture and Communities (58%/42%). Meanwhile in Reception, at the end of Summer 2024, 50% of the children achieved their early learning goals, while 50% were unable to meet these. In Literacy, 52% of the Reception cohort achieved their Literacy ELG in 2023–2024, while 48% did not. 61% of the children were able to ‘word read’ whereas 39% were unable to. 52% of the Reception cohort achieved their ELG for writing where as 48% were unable to.</p>
3	<p>Gaps in Reading, Writing, Maths and Phonics (across the School)</p> <p>Due to low starting points, some children have lacked the ‘time’ to consolidate their learning. This has then had a negative impact as they enter KS2 as they are lacking in confidence and application of some core skills, which are required to be built upon in the core subjects.</p>
4	<p>Lacking enrichment opportunities/cultural capital</p> <p>Some children have a narrow range of wider world experience. This can impact the wider knowledge on which they draw upon academic learning, along with drive, motivation and aspirations. It can also impact on how children treat each other, their self-efficacy and their ability to be positive members of the wider community. Many of our children have limited experiences of clubs and may not be able to afford specialist instructors therefore musical, physical and theatrical talent may go unidentified.</p>

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
<i>Improved oral language and communication skills across the school</i>	All staff receive Voice 21 training, which provides clear and consistent support for developing communication across the school. Observations and assessments will indicate significant improvement in vocabulary and oracy skills. This will also be reflected in the Communication and Language data at the end of Reception, with improved WELLCOMM scores and less need for interventions across the school. (1,2,3)
<i>Children will show improved attainment in reading, writing and maths in EYFS, KS1 and KS2.</i>	Pupil data from the end of each Key Stage will show an upward trend of children achieving their age-related expectation. 80% of children will achieve developing/secure at the end of KS1 and KS2, in line with Island averages. Read Write Inc data will continue to show strong progress and upward trends of children reaching their termly age-related targets. (1,2,3)
<i>The School's wider curriculum exposes children to a wide range of experiences.</i>	All children will have access to local and national trips during their time here at d'Auvergne. Children will have the opportunity to not only develop their communication skills but also be taught by specialist teachers for French, Music and PE. Where possible specialists will visit and provide children with rich experiences. All children will be able to access an After School Club of their interest. (1,2,3,4)

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: £103,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>JP Admin</i> (£25k)</p> <p>One day a week</p>	<p>With over a quarter of our pupils being eligible for Jersey Premium, it is incredibly important that the management of staff, resources and time is 'ring fenced' and secure. This will enable members of the general staff to be covered by the Deputy Head Teacher (DHT) to receive CPD/work on developing their subjects/support peers/observe colleagues delivering their subjects/collect and collate pupil and family voice. The DHT will provide quality teaching during these sessions, as well as support for smaller groups of Jersey Premium Pupils who are highlighted in Pupil Progress Meetings (PPM). This time will also be used by the DHT to research best practice, work with other schools who have high numbers of JP Pupils and arrange enrichment opportunities.</p>	<p>1,2,3,4</p>
<p><i>Maker Space</i> (STEM) <i>Enrichment Experience</i> (£33k)</p>	<p>Improving cultural capital, while promoting STEM (Science, technology, engineering and maths) amongst girls, is a central focus for d'Auvergne. Enrichment activities offer children a rich context for learning a stimulus to trigger their interests. This offers our children the chance to explore skills and opportunities outside of the usual 'academic classroom'. Staff benefit from their class being taught by a specialist teacher, while they are given time to improve planning and provision, work with small groups, receive CPD, support their colleagues throughout the school when leading a subject.</p>	<p>1,2,3,4</p>
<p><i>Specialist teaching of sport</i> (£45k)</p>	<p>Every class in d'Auvergne can access high quality Physical Literacy sessions delivered by a trained sports coach and assistant. Children are also supported by Strength and Conditioning practitioners, Netball coaches, professional rugby players, dance instructors and swimming coaches. In line with being 'Fit for the Future', we take pride in our children being 'physically fit' and having as many opportunities to develop their interests in sports as possible. We pride ourselves on being one of the most involved primary schools, who take up a large majority of sporting opportunities offered to us by Jersey Sport and other providers. Research suggests that physical health, positively impacts on mental health and wellbeing.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the levels of children achieving 'age related expectations' or above in writing.</i> (£31k)</p>	<p>Writing continues to be an area of development for all our pupils at d'Auvergne, from pupils achieving ELG through to Y6 'End of KS2 Assessments'. Our assessments show that across the school (on average) 48% of our Jersey Premium children in Summer 2024 were working at secure or above, with the highest year group achieving 67% of the JP pupils at secure in Y4 and the lowest being 29% of JP children in Y2 achieving at secure. Our writing specialist continues to support those highlighted year groups, as well as individuals for interventions and booster groups. They also deliver Writing support and CPD to staff. The teaching of writing is more explicit due to the subject leadership and the children have been exposed to more opportunities for writing, throughout the school, across a range of subjects.</p>	<p>1,2,3</p>
<p><i>Voice 21 – Oracy</i></p> <p><i>Storyteller in Residence</i> (£20k)</p> <p><i>Love Theatre (£5k)</i></p>	<p>Having historic data that demonstrates our pupils starting points for communication and language is below 'age related' it is incredibly important that there is a focus on developing early language and speech skills. The average impact of Oral language interventions is approximately six months' progress over the course of a year, this is evident in the support we receive from SALT as well as our in house WELLCOMM team.</p> <p>With the introduction (last year) of our Storyteller In Residence, alongside the provision from Love Theatre, we hope to improve not only the children's Oracy but also their initial love for the verbal story, that they will then transfer to their later learning, promoting improved engagement in reading materials and opportunities to write.</p>	<p>1,2,3,4</p>
<p><i>Out of school day 'catch up' interventions led by teachers and trained teaching assistants</i></p> <p>Extension of the school day by 15 minutes,</p>	<p>An extension of the school day has meant that all children are receiving an additional hour and fifteen minutes of quality first teaching a week. The additional 15 minutes lends itself to having the capacity to deliver longer sessions, committed to Reading in the morning, as well as time to explore the library, read with a peer, cross age reading experiences (including buddy reading), access Accelerated Reader and Bug Club. We will continue this provision until September 2025.</p>	<p>1,2,3</p>

focussing on Guided Reading (£16k)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support pupils' physical/mental wellbeing and character development</i> John Muir (£5k)	Enrichment activities offer children a context for learning and a stimulus to trigger their interests. Enabling children, at the beginning of the Y6 journey to explore the Island of Jersey encourages the children to form strong bonds with their class teachers and promotes wellbeing (and reduces anxiety). Over the past four years, we have found that this has a positive impact on behaviour throughout the year, as well as encouraging children to take part in a local, charity based activity which encourages them to explore their local environment – during the trip and after.	1,2,34
<i>Music in Action/Jersey Music Services / Jersey Academy of Music project</i> (£12k)	Having launched the 'Music Project' mid-way through last year, in partnership with our specialist music teacher, we have found the majority of children who have undertaken extra-curricular music opportunities have shown, in the long term, increased improvements in their learning dispositions: better resilience and commitment to task, positive collegiate and cooperative behaviours with peers and staff and are generally happier and more confident dispositions. Younger children who are 'awaiting' this provision are keen and inquiring about the availability of sessions and the children's knowledge of the music curriculum has vastly improved.	1,2,34
<i>Hardship Fund</i> (£9K)	Funded/Subsidised opportunities for children and families within the school.	4

Total budgeted cost: £ 201,000

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 2023 to 2024 academic year.

Project and Rationale	Impact
<p>Teaching</p> <p>JP Admin and Support (£21k) <i>[One day / week]</i></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>	<p>With almost a third of the School being in receipt of Jersey Premium, the role of the JP Admin lead continues to develop, with varying terms of responsibility.</p> <p>In 2024 the school’s JP Lead joined with others to form a Jersey Premium School Group – the intention of this is to meet at least termly, in different settings to make sure that the Island’s JP children are receiving the best support possible.</p> <p>12% of our children who attend After School Club access Jersey Premium, the JP lead Meets regularly to liaise with the After School/Breakfast Club Manager to discuss how to increase the number of JP children accessing our extensive provision.</p> <p>Enrichment opportunities continue to be sought and sourced by the Jersey Premium lead inc. booking placements, correspondence between organisations, risk assessments, accompanying groups/individuals and classes, reviewing and evaluating.</p> <p>Tracking and monitoring the progress and attainment of JP children continues to be the focus of the majority of staff meetings as well as pupil progress meetings, rich data systems have been created this year that need to be upheld going forward, in order to see ‘at a glance’ the profile of our JP children.</p>

<p>MakerSpace Enrichment Experience (£29k)</p> <p><i>[Two days / week]</i></p> <p>Improving cultural capital, particularly for disadvantaged pupils, while promoting STEM amongst girls is a central focus for d’Auvergne.</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. This offers our children the chance to explore skills and opportunities outside of the usual ‘academic classroom’.</p>	<p>For the past five years, our STEM specialist has focussed efforts on improving the STEM provision for children and providing CPD for our staff. We will it would be of further benefit if the staff CPD was withdrawn and the teachers were instead given additional time in order to focus on refining the curriculum in their subject lead areas, thus further enriching the curriculum.</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, this provision now encapsulates Year 2 as well as all of Key Stage 2, and extends into lunch time and after school clubs. Links have also been established with Secondary Schools and local businesses following our participations in the Underwater Robotics Competition and Ports of Jersey STEM Competition.</p>
<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 MLL 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</p>	<p>All staff (including Early Career Teachers (ECTS) and newly appointed teachers) are BELL Foundation trained and able to successfully assess children in different areas with support from the Multi-Lingual Learner (MLL) 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>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>	<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>
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<p>Project and Rationale</p>	<p>Impact</p>
<p>Targeted Academic Support</p> <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>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 and departmental advisor Caroline Whitehead.</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, narrowing gaps between themselves and their peers.</p> <p>The School’s approach to writing is now consistent, which empowers staff and raises their confidence when delivering lessons, in turn providing high aspirations for writing for all of our pupils.</p>
<p>Voice 21- Oracy Storyteller in Residence (£20k)</p> <p>Love Theatre</p>	<p>Children have an ever-increasing confidence and desire to speak in order to demonstrate learning as well as connect to peers and adults.</p> <p>Our Storyteller in Residence in an integral part to ‘sparking’ interest in topics and approaching tasks through talk. This year they have focussed their</p>

<p>(£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>attentions on lower attaining JP/MLL boys in EYFS and KS1, igniting passion and interest in all elements of communication – this is having a positive impact and is being built upon with opportunities to mark make and record. Ahead of performances, be that in or out of school, children are given the opportunity for coaching with evaluative, constructive feedback to enhance their performance.</p> <p>Our storyteller in residence is also providing 'live' CPD to staff supporting engagement and methodology, which is being reproduced in lessons.</p> <p>The school continues to support 'Love Theatre' with all children regularly taking part in Eisteddfod's and receiving a range of varying certifications, equally all children who enter their LAMDA exams go on to be highly rewarded.</p>
<p>Improve the levels of children achieving the expected standard or above in Maths.</p> <p>(£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 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>Maths continues to be an area for development at d'Auvergne, particularly in the EYFS.</p> <p>The short-term interventions, hosted by two experienced teachers had a positive impact on Maths data. This also enabled the Maths Lead to be out of class crafting a robust action plan which has had a positive impact on Arithmetic so far this academic year.</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>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.</p> <p>Additionally, a strong focus for the last half an hour of the day is given to reading, this was due to low levels of achievement and stilted progress.</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>A new reading lead was appointed in September 2023, who has implemented rigorous expectations and planning for this subject. As a result, the subject is being taught consistently across the school. As a result, children’s progress is now on an upward trajectory in all year groups.</p> <p>Staff meeting time is given to the subject, where colleagues are supported and parents are informed of different provisions (such as Bug Club, the school Youtube) they may use to support Reading at home.</p>
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<p align="center">Project and Rationale</p>	<p align="center">Impact</p>
<p>Wider Strategies</p> <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>	<p>The school offers children a wide range of activities and enrichment that support the physical and mental well-being development of individuals.</p> <p>Several staff (including 3 teachers) are now Forest School trained which will, in the long term, enable all to access this nurturing provision.</p> <p>We are continuing to develop the use of our Polytunnel and following on from that supplying our community with fresh produce in our ‘Honesty Box’.</p> <p>Children in Year 5 and Year 6 have an on and off Island residential.</p> <p>Accessing the John Muir provision supplied by Absolute Adventure, continues to improve Y6 confidence and relationships at the beginning of the year as well as developing their Island knowledge and the impact that they can have by being involved in local projects (removing Sour Fig).</p>
<p>Access to Jersey Music Service (£8k)</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.</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</p>	<p>Music continues to be developed at d’Auvergne with over 80 children accessing individual/small group music sessions. Year 2 and Year 4 are supported with whole class sessions where they learn an instrument for a term, while the rest of the school accesses music once a week with our specialist music teacher.</p>

<p>Y4 in order to continue with the project over the next two academic years.</p>	
<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>	<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.</p> <p>d’Auvergne has grown to have over 193 children booked into different clubs per term, there are over 21 different activities provided for our children. We continue to work with our Jersey Premium families in order to provide the best possible wrap around care.</p>

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

Staff Feedback was received before publishing this document, as well as that sought from our School Advisor.

Throughout the year, both parent and pupil voice will be collated.

The plan will continue to be revised and evaluated, alongside other school provisions who have high number of Jersey Premium children with the support of the departmental Jersey Premium lead and external consultants.