

**Service Premium Strategy Statement 2022-23**

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| **School** | | Ewelme C.E. (V.A.) Primary School |
| **Number on roll** | | 73 (Spring 2023 census) |
| **Number in receipt of SPP (% of school)** | | 26 (36%) |
| **Predominant service** | | R.A.F. |
| **Amount of SPP received** | | £9,600 (2022-23 financial year) |
| **Outcomes for 2022-23 academic year** | | |
| **A.** | All service pupils to make at least expected progress across the curriculum from September 2022 starting points due to a well-planned and ambitious curriculum, quality-first teaching, impactful interventions when required and good attitudes and behaviour. | |
| **B.** | Service pupils, as a group, to be achieving in line with non-service pupils in school | |
| **C.** | Ensure service pupils’ emotional well-being is monitored and supported effectively so that it doesn’t become a barrier to learning. | |
| **D.** | Participate in a greater range of local and national projects and initiatives so that the role of the armed services, and service children, in the local and school community is more effectively recognised and celebrated. | |

This plan has been developed with reference to the SCiP Alliance’s ‘Thriving Lives Toolkit’. This sets out 7 priorities for developing best practice with regard to supporting children from service families:

1. Our approach is clear; 2. Wellbeing is supported; 3. Achievement is maximised; 4. Transition is effective; 5. Children are heard; 6. Parents are engaged; 7. Staff are well-informed

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| **Outcome A and B**  (because both objectives A and B require broadly the same actions to maintain quality-first teaching and impactful interventions, develop an ambitious curriculum and foster good behaviours and attitudes, they are grouped together here) | | | | |
| **Success criteria** | All service pupils make at least expected progress, and achieve in line with non-service pupils, as a result of consistently high expectations and effective support across the school. They feel well supported and know what they need to do to improve and what their next step of learning is. | | | |
| **Thriving Lives Toolkit ref.** | 3. Achievement is maximised | | | |
| **Outcome** | **Actions to be taken** | **How will this be measured?** | **Staff lead** | **Review** |
| A. All service pupils to make at least expected progress across the curriculum from September 2022 starting points due to a well-planned and ambitious curriculum, quality-first teaching, impactful interventions when required and good attitudes and behaviour.  B. Service pupils, as a group, to be achieving in line with non-service pupils in school | Promote QFT through CPD that focuses on SDP priorities:   * TC, as writing lead, to attend Quality text-led English planning training, cascade to teachers and support planning of writing across school; * BL to attend Y3/4 Closing the Gap in writing training; * JO, as maths lead, to work with NCETM mentor to develop and implement maths action plan focused on developing reasoning and problem solving and improve outcomes; * All teachers to attend ‘I See Reasoning’ training at LPS – I see Reasoning resources to be purchased for use across the school; * curriculum leaders to continue monitoring subjects and amending and improving curriculum on rolling basis as a consequence.   Ensure impactful interventions are in place across the school to support pupils’ areas of need:   * Zones of regulation * Write Away Together * Extra phonics (Floppy’s Phonics) * Dyslexia Gold * Use of Code X/Project X reading resources in LKS2 * Handwriting/fine motor | Monitoring of quality of education:  Learning visits and book looks carried out by JO and subject leaders;  Monitoring carried out in conjunction with governors;  Evidence of training in teaching practise;  In-house assessment data shows service pupils are making at least expected progress from their Sept. 22 starting points.  Self-assessment against the Thriving Lives Toolkit statements.  In-house assessment data showing impact of interventions on progress and attainment over time;  Scrutiny of intervention trackers. | JO and subject leads  BL (SENCo) | 3 termly |
| **Outcome C** | | | | |
| **Success criteria** | Pupils whose emotional well-being could be impacted by circumstances specific to their service background (i.e. deployment, weekending etc.) are monitored and supported so that these factors do not, as far as possible, impact on their attitudes, behaviour or learning in school. | | | |
| **Thriving Lives Toolkit ref.** | 2. Wellbeing is supported  5. Children are heard | | | |
| **Outcome** | **Actions to be taken** | **How will this be measured?** | **Staff lead** | **Review** |
| C. Ensure service pupils’ emotional well-being is monitored and supported effectively so that it doesn’t become a barrier to learning. | * Create pastoral group targeted at service children with particular identified vulnerabilities e.g. deployed parent (including about to deploy or recently returned from deployment); ‘weekending’ parent, family about to move or have recently moved, children whose friend/s have recently moved. * Identify suitable support staff who can lead weekly group to receive training and visit RAF Benson to discuss their provision with their pastoral lead. * Creation of display in same work space to be used by above pastoral group, including world map where location of deployed parents or recently moved families can be plotted. * Use of ‘mood tracker’ app to monitor self-reported well-being of those pupils included and to identify those who may need to be included in the future. | Use of ‘mood tracker’ app to monitor self-reported well-being of those pupils included  Monitoring of behaviour and attitudes shows that all pupils, including those from service families, and those with specific identified vulnerabilities linked to their status as service children, demonstrate good learning and conduct behaviours.  Self-assessment against the Thriving Lives Toolkit statements.  In-house assessment data shows service pupils are making at least expected progress from their Sept. 22 starting points and are achieving at the same rate as non-service pupils. | JO  JO/BL  JO/teachers | 6 termly |
| **Outcome D** | | | | |
| **Success criteria** | The role of the armed services in our local and national community is recognised and celebrated in school. The challenges and opportunities of being a ‘service child’ are recognised and celebrated by all stakeholders, including pupils, staff, governors and parents/carers. | | | |
| **Thriving Lives Toolkit ref.** | 5. Children are heard  6. Parents are engaged  7. Staff are well informed | | | |
| **Outcome** | **Actions to be taken** | **How will this be measured?** | **Staff lead** | **Review** |
| D. Participate in a greater range of local and national projects and initiatives so that the role of the armed services, and service children, in the local and school community is more effectively recognised and celebrated. | * Ensure a designated service pupil lead is appointed * Y5/6 to participate in RAF Benson’s ‘Camo Day’ on base, with Reception and Y1 running their own ‘Ewelme Camo-Day’ in school * Participate in the Oxfordshire Festival of Friends event * Celebrate the Month of the Military Child in April 2023, including assembly and launch of pastoral group aimed at service children * Attend Oxfordshire Service Children briefings and forums each term * Complete the Thriving Lives toolkit with staff and governors to identify strengths and areas for further development within the school’s provision for service pupils and use of SPP. | Self-assessment against the Thriving Lives Toolkit statements.  Parent and pupil voice activities – baseline and end of year. | JO/FGB/staff  JO | End of year |

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| **Expenditure plan** | | |
| **Outcome** | **Resources** | **Costs** |
| All service pupils to make at least expected progress across the curriculum from September 2022 starting points due to a well-planned and ambitious curriculum, quality-first teaching, impactful interventions when required and good attitudes and behaviour.  Service pupils, as a group, to be achieving in line with non-service pupils in school | CPD for English curriculum leader (to then cascade to teachers)  Writing CPD for Y3/4 teacher  Maths reasoning training for all teachers  Attendance at good practice networks for English and Maths  Zones of regulation resources  TA and teacher time to run interventions and provide small group support as required for pupils in receipt of SPP  Write Away Together, Extra phonics (Floppy’s Phonics), Dyslexia Gold, Code X/Project X reading books | £400  £300  £200  £300  £150  £6,650  In-house cost |
| Ensure service pupils’ emotional well-being is monitored and supported effectively so that it doesn’t become a barrier to learning. | TA time to visit RAF Benson, liaise with their PSO, prepare resources for and then run pastoral group aimed at service pupils.  Resources for pastoral group  Use of ‘mood tracker’ app to monitor self-reported well-being of those pupils included and to identify those who may need to be included in the future. | £500  £300  £500 |
| Participate in a greater range of local and national projects and initiatives so that the role of the armed services, and service children, in the local and school community is more effectively recognised and celebrated. | Transport to RAF Benson Camo Day  TA overtime for RAF Benson Camo Day  Resources for school-based camo day  Transport to Festival of Friends final event | £100  £50  £50  £100 |
| **Total** | | £9,600 |