

Service Premium Strategy Statement 2025-26

School	Ewelme C.E. (V.A.) Primary School
Number on roll	92
Number in receipt of SPP (% of school)	34 (37%)
Predominant service	R.A.F.
Amount of SPP received	£12,600 (2025-26 financial year)
Outcomes for 2025-26 academic year	
A.	All service pupils to make at least expected progress across the curriculum from September 2025 starting points due to a well-planned and ambitious curriculum, quality-first teaching, impactful interventions when required and good attendance, 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.	Build stronger links between the school and local partners, including RAF Benson and the bases' primary school, to ensure expertise and resources are utilised to support service children as a group and, where necessary, as individuals.

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

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 2025 starting points due to a well-planned and ambitious curriculum, quality-first teaching, impactful interventions when required and good attitudes and behaviour.	Promote QFT through CPD that focuses on SDP priorities: <ul style="list-style-type: none"> - Knowledge organisers to be developed by history and science leaders 25/26 academic year. - curriculum leaders to continue monitoring subjects and amending and improving curriculum on rolling basis as a consequence. 	Monitoring of quality of education: <ul style="list-style-type: none"> Learning visits and book looks carried out by JO and subject leaders; Monitoring carried out in conjunction with governors; Internal assessment data shows service pupils are making at least expected progress from their Sept. 25 starting points. Self-assessment against the Thriving Lives Toolkit statements. 	JO and subject leads	3 termly

B. Service pupils, as a group, to be achieving in line with non-service pupils in school	Ensure impactful interventions are in place across the school to support pupils' areas of need: <ul style="list-style-type: none"> - Rapid writing - Spelling Tutor - Reading Unlocked 	In-house assessment data showing impact of interventions on progress and attainment over time; Scrutiny of intervention trackers.	BL (SENCo)	
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.	<ul style="list-style-type: none"> - Continue pastoral group targeted at KS2 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. - Establish KS1 pastoral group for service children. - PSHE program (Jigsaw) to support personal development and well being. - Use of Zones of Regulation resources and Lego Therapy for pupils with identified emotional regulation or communication needs. - Oxfordshire Play Association worker to support identified service pupils during Forest School sessions throughout the year. 	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. 24 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. Continue to participate in a 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 effectively recognised and celebrated.	<ul style="list-style-type: none"> - Y5/6 to participate in RAF Benson's 'Camo Day' on base, with Reception and Y1 running their own 'Ewelme Camo-Day' in school, led by Y3/4 - Celebrate the Month of the Military Child in April 2026, including assembly, in-class activities and 'Never Such Innocence' poetry workshop for Y5/6 - Attend Oxfordshire Service Children briefings and forums each term. - KS2 service pupils to attend and participate in the service child 	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

	remembrance service at Dorchester Abbey in November 2024.			
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Expenditure plan		
Outcome	Resources	Costs
All service pupils to make at least expected progress across the curriculum from September 2023 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	Zones of regulation resources	£150
	TA and teacher time to run interventions and provide small group support as required for pupils in receipt of SPP	£11,050
	New subscriptions and resources for interventions	£300
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.	£500
	Resources for pastoral group	£300
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	£100
	TA overtime for RAF Benson Camo Day	£50
	Resources for school-based camo day	£50
	Transport to Remembrance service at Dorchester Abbey	£100
Total		£12,600