



Service Children Pupil Premium 2021-2022

Key aims and objectives – To provide additional support for children of families serving in the armed forces and mitigate against the impact of mobility.

Total funding available £196,510 (including funds carried forward)

| Aspect | Staff / Resource Involved | Rationale/Delivery | Costs (£) |
|--|---|--|-----------|
| Leadership and coordination | | | |
| Service Children Champion | Senior member of staff with specific responsibility (contribution to salary) | A key member of staff who acts as a champion for these students and is able to coordinate the support for service children and manage the SPP budget. | 7,200 |
| Service Community Liaison | Dedicated role to act as a direct liaison between service pupils, the school and their families. This is partly externally funded for the year. Costs allow for required resources. | This role is pivotal to ensuring a clear and efficient channel of communication exists between parents, regiments and the school. This will enable awareness of upcoming postings and allow support mechanisms to be put in place quickly. This is a new post and will require set-up and training costs. | 10,000 |
| Dedicated pastoral support | | | |
| Promoting well-being, emotional literacy and mental health | Tutors, Place2Be staff, Teaching Assistants. | <p>We devote two tutor time sessions per week to well-being orientated sessions that provide an opportunity for pupils to consider a range of issues relating to their personal, social and mental health. In these sessions, pupils are encouraged to ask questions and share alternate perspectives to promote empathy and appreciation of alternative viewpoints. Students will also experience 6 whole school drop down days aimed at a specific theme and get to experience and discover new things about themselves and the world they live in. This gives our service children a great chance to strengthen friendship bonds, especially important for more recent starters.</p> <p>We also work with Humanutopia to provide motivational, life changing experiences aimed at improve the mental health and well-being of all participants by empowering them to make positive change to their lives.</p> | 25,000 |

| Aspect | Staff / Resource Involved | Rationale/Delivery | Costs (£) |
|--|---|---|-----------|
| | | <p>Pupils who have specific concerns relating to their well-being are able to communicate this through both paper based and online referral systems and have access to our full-time time employee from the registered charity 'Place2Be', devoted to supporting the mental health of our pupils.</p> <p>We are also setting up 'Thrive'. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</p> <p>One of our teaching assistants is trained in Emotional Literacy and provides intervention for any service pupil who needs it.</p> | |
| Counselling | Place2Be (externally funded) | On average about 50% of the children working with our resident charity, Place2Be, are from service families. Place2Be provides access to general emotional support but also specialist counselling services to meet the needs of service children. | 0 |
| Student managers | Student Managers (contribution to salaries) | The Academy funds five student managers who are each responsible for a year group. They support with induction for new service children to ensure a smooth transition. They provide pastoral support and help service children access academic support related to their unique challenges. They are an integral part of pastoral support for each year group and we use the funding to maintain one student manager for each year group. The Student Manager will also utilise FFT Aspire to determine the number of school moves experienced by each new pupil and whether they have previously been identified as having special educational needs. This information will be used to further investigate gaps in learning and signpost this information to teaching staff. | 42,900 |
| Admission, induction and transition | | | |
| Admissions | Admissions Manager (contribution to salary) | The Academy admissions process is designed to meet the specific demands of service children with their potentially higher mobility. This post seeks to smooth the challenges of transition and the holder is normally the first point of contact for our new starters. This first contact is vital in establishing the availability of key support mechanisms. A tour of the Academy is available for all prospective students and their family to ease the transition at what can be a challenging time. | 8,100 |

| Aspect | Staff / Resource Involved | Rationale/Delivery | Costs (£) |
|--|---|---|-----------|
| Induction Activity | Resources associated with induction | Costs associated with induction' such as GL Assessment – PASS (Pupil Attitudes to Self and School) and provision of welcome packs and knowledge organisers. We welcome all new pupils and have specific welcome packs for children from service families. Our PASS surveys allow us to closely monitor pupils who show low self-esteem and refer them to the appropriate support mechanism. | 14,000 |
| Transition | Various staff members directly involved in transition work (60% of costs) | To help students settle into Year 7, we work with our feeder schools to identify pupils who may need extra support with the transition process. It is especially important that opportunity is given to developing friendship groups to remove this anxiety associated with a new school. Some pupils will not be from our regular feeder schools and summer school provision can be a valuable opportunity to build links with peers, become familiar with surroundings and get to know some of our teaching staff. We also have a dedicated teaching assistant who oversees enhanced transition for those with special educational needs. | 6,000 |
| Service child specific activities | | | |
| Assisted travel | Minibus costs including drivers | Coordinated by the Finance Director, a daily minibus for service children is provided in catchment areas where reliable public transport is very limited and it is too far to walk/cycle. | 12,000 |
| Outward bound Y9 | Three Members of staff for one week | A week-long residential course with the Outward Bound Trust in North Wales to give pupils an opportunity to develop their self-confidence in a challenging outdoor environment. Course objectives specifically designed to meet the needs of service children (building confidence, resilience and sense of belonging) who make-up 50% of pupils. | 5,500 |
| Celebration of our military connections around the Academy | Resources to ensure our military connections are celebrated | Funding for activities associated with Remembrance and Armed Forces Day. Assemblies/tutor time are sometimes used to present these themes periodically. This builds an understanding of the military community and helps to develop local relationships. We also promote and celebrate our wider military connections through displays, screens and exhibits. | 5,000 |
| Termly activity to promote friendships | Outside agency costs/trip costs | A termly activity either in school or off site to help our service children enjoy school, build a sense of a wider community and foster friendships quicker than they may otherwise have opportunity to. | 9,000 |

| Aspect | Staff / Resource Involved | Rationale/Delivery | Costs (£) |
|--|---|--|------------------|
| Drop-in room services | Staff with military experience | To maintain a space (safe haven) for service children to come to talk to staff and communicate with deployed family members. Technology is provided to facilitate these important links. | 3,000 |
| Mitigating against lost/overlapped learning of the curriculum | | | |
| Service children support fund | Service Children Champion, Student Managers | Fund available to support specific needs of individual service children/families. Examples include one-off uniform or academic resource costs required when transitioning between schools mid-year, financial support for school-associated costs when postings have resulted in short-term financial difficulty and specialist support services not routinely provided by other school-based support mechanisms. | 10,000 |
| After school learning support | Staff hours | Time dedicated to tackling any issues relating to lost or overlapped curriculum learning. Dedicated staff will ensure any emerging issues related to lost/overlapped learning are dealt with and/or shared with teaching/support staff to deal with. We do not want any child to feel that moving schools has a detrimental impact on their learning; it can knock their confidence and lower self-esteem. Necessary resources to mitigate against this feeling can be provided such as revision guides, knowledge organisers and programmes of study. | 6,500 |
| Careers support | Staff hours | Provision of careers advice and guidance to all service pupils ensures that they are aware of all the future pathways available to them both in and out of the military setting. | 5,000 |
| Teaching Assistant | Staff hours | Additional capacity within our teaching assistant team to support with the mitigation of lost/overlapped learning of the curriculum. | 12,810 |
| Nurture/Accelerate | Staff hours | Half of the pupils who access our accelerate group in Y7 and Y8 are from service families. These pupils are being taught in a smaller class with the same teacher across multiple subjects. The extra support and attention will enable these pupils to make more progress and will enable them to form close bonds with the other pupils in the group. Their teacher will be able to have a clearer oversight of their needs and share these with the appropriate staff. | 14,500 |
| Total | | | £196,510 |