



Service Pupil Premium 2024-2025

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 £213180

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.	6000
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 relatively new post and will require set-up and training costs. This role will also provide the first port of call for our new starters to ensure a smooth transition into the life of the Academy.	7800
Dedicated pastoral support			
Promoting well-being, emotional literacy and mental health	Tutors, Teaching Assistants.	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. 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.	42875

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		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. One of our teaching assistants is trained in Emotional Literacy and provides intervention for any service pupil who needs it.	
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.	88905
Admission, induction and transition			
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. We also assess pupils in English, Maths, Reading and Spelling and disseminate the outcomes to the relevant teachers. This ensures we have a complete view of pupil abilities as early as possible and mitigate against the loss of such information during the school movement process.	3800
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.	5700
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.	10,000

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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.	1900
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.	4700
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.	1,000
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.	5,000
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.	8500
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.	14000

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Teaching Assistant	Staff hours	Additional capacity within our teaching assistant team to support with the mitigation of lost/overlapped learning of the curriculum.	12,000
CPD	Cost of CPD and associated costs	To support with the purchase of CPD that will directly support Service students in areas of educational need i.e to support with the catch up of literacy/numeracy needs.	1000
Total			£213,180