

Widewell Primary Academy Service Pupil Premium Strategy statement 2019-20

What is the Service Pupil Premium?

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

State schools, academies and free schools in England, which have children of service families in school years Reception to Year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £300 per service child who meets the eligibility criteria.

Eligibility criteria

Pupils attract the SPP if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' on the January school census at any point since 2014, see footnote
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- pupils with a parent who is on full commitment as part of the full time reserve service are classed as service children

The purpose of the Service Pupil Premium

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Mobility is when a service family is posted from one location to another, including overseas and within the UK.

Deployment is when a service person is serving away from home for a period of time. This could be a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.

How Service Pupil Premium differs from the Pupil Premium

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

What could the Service Pupil Premium be used for?

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups.

Schools might also consider how to improve the level of and means of communication between the child and their deployed parents. Some schools have introduced 'Skype time' clubs, whilst other schools have helped children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life. In addition, staff hours may be required to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed and these hours could be funded by the Service Pupil Premium.

SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

Schools are held to account for the spending of this funding through the focus in Ofsted inspections on the progress and attainment of their wider Pupil Premium eligible pupil cohort.

1. Summary information					
School	Widewell Primary Academy				
Academic Year	18/19	Total PP budget 2018/19	£24000	Date of most recent PP Review	24 May 19
Total number of pupils	210	Number of pupils eligible for SPP	80	Date for next review of this strategy	Summer 2020

2. KS2 Attainment		2018/2019	
	Pupils eligible for SPP (10)	All Pupils National Averages	
% achieving in reading, writing and maths	90%	64%	
% achieving in reading	90%	75%	
% achieving in writing	100%	78%	
% achieving in maths	100%	76%	
KS1 Attainment			
	Pupils eligible for SPP (9)	All Pupils National Averages	
% achieving in reading	56%	75%	
% achieving in writing	56%	69%	
% achieving in maths	67%	76%	
Y1 Phonics			
	Pupils eligible for SPP (9)	All Pupils National Averages	
% achieving 32 or higher	67%	82%	

EYFS		
	<i>Pupils eligible for SPP (14)</i>	<i>All Pupils National Averages</i>
% achieving GLD	79%	Not yet known
Y1 Attainment		
	<i>Pupils eligible for SPP (9)</i>	
% achieving in reading	44%	
% achieving in writing	56%	
% achieving in maths	44%	
Y3 Attainment		
	<i>Pupils eligible for SPP (11)</i>	
% achieving in reading	73%	
% achieving in writing	45%	
% achieving in maths	73%	
Y4 Attainment		
	<i>Pupils eligible for SPP (11)</i>	
% achieving in reading	27%	
% achieving in writing	36%	
% achieving in maths	55%	
Y5 Attainment		
	<i>Pupils eligible for SPP (9)</i>	
% achieving in reading	67%	
% achieving in writing	56%	
% achieving in maths	44%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Parental deployment and the emotional impact this has on children and families
B.	Pupil mobility and the impact this has on the pupils involved eg curriculum changes
C.	
D.	
E.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	

4. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching staff are aware of pupils’ knowledge and skills quickly after the children have started	NFER tests each term	MAT decision to use the tests for all pupils	Assessment co-ordinator to monitor test administration. English and maths leaders to moderate results across the school	BH/SC	Termly
Total budgeted cost					£1000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Pupils are emotionally resilient	ELSA	TAs are trained in emotional literacy support and can respond as individual children require it as well as for planned sessions	SENCO monitoring ELSA sessions	VW	Termly
	MKC Heroes membership and activities	Service children can take part in activities with other service children in school and across the city	MKC Hero lead to monitor service children's participation	AP	Termly
Total budgeted cost					£14500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families are welcomed into school giving a sense of belonging from the very beginning	Welcome packs given to all families	Packs will contain information about the local area as well as school and Reading Force information, helping to foster a sense of belonging to the school community	CP to ensure packs are created and given out CP to have pupil voice sessions for feedback	CP	March 2020 July 2020
	PSA	New parents can be supported as well as children where necessary	PSA monitor service children's parents who use the service	ST	July 2020
Total budgeted cost					£8500

5. Review of expenditure 2018/19

Previous Academic Year

Intervention	Budget	Intention	Outcome
PSA x 3 days to support children and their families.	£11,213	Targeted pupils make accelerated progress as their social and emotional needs are addressed	More pupils are working to their potential as they are settled and resilient
To create a nurture room to help children emotionally as well as developmentally. (100%)	£3,920	To target pupils and their families when additional support is required eg at times of deployment / with the impact of reduced benefits	More pupils are working to their potential as they are settled and resilient
Percentage of PP/SC pupils in clubs to be used for funding coaches and cost of iPads for club use	£6000	Increased level of attendance from PP children, pupil engagement. Increase in self-esteem.	Improved attendance at school as children's wider interests are being catered for
Attendance at MKC Heroes activities with TA support. After school session with service children once a term JC/AP to liaise	£370	Service children have additional opportunities specifically targeted to their needs	Service children settle well into the school community and recognise their needs are being met

[illegible]