



Grateley Primary School



A school where every child becomes a lifelong learner and realises their potential.

Service premium strategy statement 2020-2021

Service premium funding is allocated to 'enable schools to provide the extra support needed to mitigate the effects of frequent changes of school and the effects of separation from a serving parent deployed on operations.'

1. Summary information					
Financial year	April 20 - March 21	Total budget	£12,400	Date of most recent Service Strategy review	September 2020
Total number of pupils as of September 2020	96	Number of eligible Service pupils	41 (38%)	Date of next internal review of this strategy	March 2021 July 2021

2. Current attainment			National by the end of KS 2 (2019)
<i>Due to Covid-19 and national school closures we have been advised by the Local Authority and Government to continue to use the 2019 attainment outcomes for the year 2020-2021</i>			
Key Stage 2 SAT results (2019)	Pupils eligible for the Service Premium (4 chn)	Non-service children (10 chn)	All Pupils
% achieving ARE in RWM	75%	60%	65%
% achieving ARE in reading	100%	70%	73%
% achieving ARE in writing	100%	80%	78%
% achieving ARE in GPS	75%	80%	78%
% achieving ARE in Maths	75%	70%	79%
% achieving Above Expected (GDS) in RWM	0%	10%	-
% achieving Above Expected (GDS) in reading	0%	30%	-
% achieving Above Expected (GDS) in writing	25%	30%	-
% achieving Above Expected (GDS) in GPS	25%	30%	-
% achieving Above Expected (GDS) in Maths	0%	40%	-
Average point Score in Reading	105	105	-
Average point Score in GP&S	104	105	-
Average point Score in Maths	104	105	-
Average Progress Score in Reading	-	-2.0 -	-

Average Progress Score in Writing	TBC	-0.8 (TBC)	TBC
Average Progress Score in Maths	TBC	-2.7 (TBC)	TBC

3. Barriers to future attainment

In-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Communication with parents needs to be developed
B.	Children have often attended a number of schools before attending Grateley; these multiple moves can create barriers to learning.
C.	
External barriers (issues which also require action outside of school such as low attendance rate)	
D.	Some of the children who are entitled to pupil premium have issues with anxiety and/or self-esteem. As well as this, children need emotional support when their parents are away.
E.	Children often transition to Grateley mid-year.

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To use the Thriving lives Toolkit Pilot to audit current support both academically and socially for our service children and to create an action plan. HT to attend Thriving Lives Training through District Coordinators role	Audit highlights what we are doing well and what we could improve upon. Action plan written with SMART Targets. Action plan and SMART targets reviewed termly.
B.	Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.	By the end of the academic year at least 70% of service children are at or above age related expectations in reading, writing and maths.
C.	Emotional support is available for all children, including Service children from trained ELSA support assistant. New staff member to attend ELSA training and ongoing ELSA support provision from Hampshire Education Psychology department.	ELSA support is given to those children with anxiety issues and low self-esteem; reducing their barriers to learning. Service children are given an opportunity to discuss their experiences and feelings. Head teacher continue to build upon home/school links, so that parents keep the school informed. Head teacher will continue to develop strong links with schools within the service cluster. Transition booklet and social story written for in year transitions.
D.	Baseline assessments ensure that appropriate support and extension activities are put in place swiftly.	Baseline assessments are completed within 2 weeks of a child joining the school.

	Appropriate information is received from previous schools. There is a systematic approach to sending on information to receiving schools.	Results are shared within pupil progress meetings and any subsequent actions are planned for and regularly reviewed by CT, HT and SENDco. PIP form is sent to previous schools prior to new children starting and is completed and sent on to receiving school when children leave. Office staff to follow up any missing information from prior schools within 1 week of the child starting.
E.	Quality teaching for all and targeted support is provided for all children at Grateley School, including Service Children.	All staff are aware of the Service Children within the school. In year data for individual children and the Service Children Group is tracked closely by the leadership team; to ensure that the children are achieving outcomes and progress in line with their peers. Books monitored closely to ensure that the children are achieving outcomes and progress in line with their peers.

5. Planned expenditure

Academic year	2020-21
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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 teaching for all and targeted support

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation
ELSA - provision of ELSA Train ELSA support assistant	ELSA, training supervision/advice by Hampshire Educational Psychology Team.	Children who transition between schools mid-year may require support with social skills/attachment difficulties.	HT to liaise closely with and to meet regularly with ELSA (K Heaps) to review outcomes.	HT, SENDCO and ELSA	
Quality teaching for all and targeted support is provided for all children.	In year data for individual children and the Service Children Group is tracked closely by the SLT.	Close and frequent monitoring of individual children's progress and outcomes resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.	Baseline assessments are completed within 2 weeks of a child joining the school. Books are monitored closely to ensure that the children are achieving outcomes and progress in line with their peers. Pupil progress meetings are forensic and ensure every child's learning needs are identified and targets set accordingly.	HT and SENDCO	

To develop HT's role as District Coordinator for service families within the Test Valley.	HT to liaise with, Local Authority and District Service Coordinator group and cluster schools with similar numbers of service children.	Open communication ensures that the needs of individual children are met; having a direct impact on progress and outcomes.	HT to initially meet with cluster schools Communicate regularly via e-mail etc... Work with Winchester University and the Local Authority to pilot the Thriving lives Toolkit audit and action planning tool.	HT	
Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.	In year data for individual children and the Service Children Group is tracked closely by the leadership team. Interventions for individual children and the Service Children Group are tracked closely by the leadership team.	Close and frequent monitoring of individual children's progress and outcomes resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.	HT to liaise closely with and to meet regularly with SENDco (Alice Richardson) to analyse impact of interventions on children's learning and re design accordingly. HT to meet on a four week cycle with class teachers via pupil progress meetings to analyse impact of interventions on children's learning and re design accordingly.	HT and SENDCO	
				Total budgeted cost	£

6. Review of expenditure in previous year *to be completed July 2020*

Previous academic year	2019-2020			
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learning	Cost
ELSA - provision of ELSA	ELSA provision has proved highly successful for those PP children who have attachment needs. THRIVE sessions with TA and Head teacher have proven	ELSA working well. Identified children are benefitting from both ELSA and THRIVE support.	ELSA support for those children who have family members deployed has been extremely successful. Continue to use Little Trooper separation packs as well as blue letters and enabling correspondence between the child and family member.	£2,000 TA and Head teacher using THRIVE support 5 afternoons per week

	successful- will be required to continue in 2019-20			TA extra hours to support PP children in the afternoons- £1,000 Cost of EISA TA: £1,000
Quality teaching for all and targeted support is provided for all children.	Funded TA in the afternoons: working across the primary phases to support all children including those service children identified as needing further support.	All children have made good progress in reading, writing and maths. Those children with specific needs can demonstrate progress in age progression. (data analysis)	75% of service children attained ARE in RWM at the end of KS2. 25% of service children attained GDS in writing and GPS at the end of KS2.	£ 5, 590.00
To develop an effective means of communication with military families and the military community.	HT to liaise with AWO and HIVE to support families.	Greater understanding of military families for staff. Access to resources and personnel to develop a support network for children within service families who require support.	Those children who required support through ELSA and in class nurturing when required throughout the year. PIPS completed when children transition out of school.	£0
Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.	TA to support all learning in class with well-planned intervention activities	75% of service children attained ARE in RWM at the end of KS2. 25% of service children attained GDS in writing and GPS at the end of KS2.	75% of service children attained ARE in RWM 25% of service children attained GDS in writing and GPS. New children have transitioned into school well. Testing has taken place within the first two weeks.	£3,000

7. Additional detail

Total cost of expenditure

Total expenditure 2019-20 = £12,590

Service Budget for 2019-20 = £11,700

Deficit/overspend for 2019-20 = (£890)