



Grateley Primary School



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

Service premium strategy statement 2022-2023

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 22 - March 23	Total budget	£11,840	Date of most recent Service Strategy review	September 2022
Total number of pupils as of September 2022	91	Number of eligible Service pupils	37 (41%)	Date of next internal review of this strategy	9 th March 2023 July 2023

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We continued to support the Emotional Literacy support Assistant dedicated to the emotional wellbeing and academic achievement of service children, through professional development and external group work.</p> <p>We addressed any gaps in children's learning caused by moving between schools and addressed these with targeted support.</p> <p>All new children to the school were assessed within the first two weeks. Outcomes were used to develop a learning journey and to allocate pre-teach and intervention support where required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Assessments demonstrated progress in subject areas where interventions were provided.</p> <p>80%+ of service children made at least expected progress in reading, writing and maths.</p>

3. Barriers to future attainment

In-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Ensure that communication with parents remains strong.
B.	Children have often attended a number of schools before attending Grateley; these multiple moves can create barriers to learning.
C.	Due to potential, multiple moves, and different curriculums, gaps in learning may be wider when first arriving at school.
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 80% 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. Where required we will use the Education Psychology service for support and advice for children needing more intensive emotional and learning support.	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. Appropriate information is received from previous schools. There is a systematic approach to sending on information to receiving schools.	Baseline assessments are completed within 2 weeks of a child joining the school. 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.
F.	To raise the ARE attainment of service children in maths through targeted intervention.	By the end of the academic year, the gap outcome in maths of both service children and non-service children has narrowed or closed.

5. Planned expenditure

Academic year	2022-23
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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 ELSA	
Quality teaching for all and targeted support is provided for all children.	In year, data for individual children and the Service Children Group 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 completed within 2 weeks of a child joining the school. Books 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 identified and targets set accordingly.	HT SENDCO	
To develop HT's role as District	HT to liaise with, Local Authority	Open communication ensures that the needs of	HT to initially meet with cluster schools	HT	

<p>Coordinator for service families within the Test Valley.</p>	<p>and District Service Coordinator group and cluster schools with similar numbers of service children.</p>	<p>individual children are met; having a direct impact on progress and outcomes.</p>	<p>Communicate regularly via e-mail etc... Work with Winchester University and the Local Authority to use the Thriving lives Toolkit audit and action planning tool.</p>		
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>HT to liaise closely with and to meet regularly with SENDco (Maeve Stanley) 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.</p>	<p>HT SENDCO</p>	
				<p>Total budgeted cost</p>	<p>£11, 840</p>

6. Review of expenditure in previous year

Previous academic year	2021-2022			
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learning	Cost
ELSA - provision of ELSA	<p>ELSA provision has proved highly successful for those PP children who have attachment needs.</p> <p>THRIVE sessions with TA and Head teacher have proven successful- will be required to continue in 2019-20</p>	<p>ELSA working well. Identified children are benefitting from both ELSA and THRIVE support.</p>	<p>ELSA support for those children who have family members deployed has been extremely successful.</p> <p>Continue to use Little Trooper separation packs as well as blue letters and enabling correspondence between the child and family member.</p>	<p>£2,000</p> <p>TA and Head teacher using THRIVE support 5 afternoons per week</p> <p>Cost of ELSA TA: £1,000</p>
Quality teaching for all and targeted support is provided for all children.	<p>Funded TA in the afternoons: working across the primary phases to support all children including those service children identified as needing further support.</p>	<p>All children have made good progress in reading, writing and maths. Those children with specific needs can demonstrate progress in age progression. (data analysis)</p>	<p>80% of service children attained ARE or above in RWM at the end of KS2.</p>	<p>£ 5, 590.00</p>
To develop an effective means of communication with military families and the military community.	<p>HT to liaise with AWO and HIVE to support families.</p>	<p>Greater understanding of military families for staff.</p> <p>Access to resources and personnel to develop a support network for children within service families who require support.</p>	<p>Those children who required support through ELSA and in class nurturing when required throughout the year.</p> <p>PIPS completed when children transition out of school.</p>	<p>£0</p>
Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who	<p>TA to support all learning in class with well-planned intervention activities</p>	<p>Service children make expected progress from their starting points.</p>	<p>New children have transitioned into school well. Testing has taken place within the first two weeks.</p>	<p>£3,000</p>

are not meeting age related expectations catch up and that GAT children are challenged.				
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Total cost of expenditure
Total expenditure 2021-22 = £11, 590 Service Budget for 2020-21 = £12, 090 Deficit/overspend for 2020-21 = £500