

Winterbourne Earls C. E. Primary School **Service Children strategy statement (primary)**

<b>1. Summary information</b>					
<b>School</b>	Winterbourne Earls C. E. Primary School				
<b>Academic Year</b>	2020-2021	<b>Total Service Children budget</b>	£15,190	<b>Date of most recent Service Children Strategy Review</b>	September 2020
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for Service Children Grant (SCG)</b>	45	<b>Date for next internal review of this strategy</b>	Dec 2020

<b>2. Current Attainment (2018-2019)</b>		
	School results for children eligible for the service children grant 2020 (9 pupils) Term 3	National KS2 results 2019 (for all children)
<b>% achieving expected standard or above in reading, writing and maths</b>	70%	NA due to COVID
<b>% achieving expected standard or above in reading</b>	75%	NA due to COVID
<b>% achieving expected standard or above in writing</b>	75%	NA due to COVID
<b>% achieving expected standard or above in maths</b>	77%	NA due to COVID

<b>3. Barriers to future attainment</b>
<b>In-school barriers</b>

A.	Frequent moves and deployment leading to difficulties settling and establishing peer relationships and a need to ensure good emotional- well-being. Missed school due to COVID – some of our children have not been in school since March, nor seen many of their friends. Our children will have had different lockdown experiences. Some need additional support to reconnect with their friends and the school community and move forward in their learning and ensure a positive well-being.						
B.	47% of our PP children have not been in school since March thus potential gaps in their learning to enable them to master, develop and move forward.						
C.	Moving from different schools and at times different education systems can result in issues with children needing additional support to address gaps in phonics/ key word recognition and comprehension, spelling and grammar in writing compounded by absence from school this year due to COVID 19.						
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )							
D.	Attendance rates for Service Children are in line with the 95% target for all children. Individual children for whom attendance is a concern are monitored and the underlying issues supported.						
<b>4. Desired outcomes</b>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="226 767 1355 847" style="width: 60%;"><i>Desired outcomes</i></th> <th data-bbox="1355 767 2161 847"><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="226 847 1355 1262"> <p><b>A</b> Improved relationships and strengthened emotional well-being including resilience in learning.</p> <p>To enhance parental engagement so that parents are fully informed about their child’s provision and are more confident in knowing how to support their child at home. In the event of a child having to learn remotely at home due the COVID pandemic, the learning gap to be reduced through learning provision that can be accessed at home.</p> </td> <td data-bbox="1355 847 2161 1262"> <p>Pupils make progress at least in line with peers across Reading, Writing and Maths.</p> <p>Emotional well-being issues are addressed and needs are met having a positive impact on attainment and progress.</p> <p>Pupils settle well when joining the school and are able to establish relationships.</p> <p>Parents are confident to ask staff for support and engage in school meetings, workshops and consultation evenings. Parents are fully aware of the provision being offered to their child.</p> <p>Any learning gap is reduced as children are able to access and engage in learning from home.</p> </td> </tr> <tr> <td data-bbox="226 1262 1355 1383"> <p><b>B</b> Teachers are providing clear, enhanced provision for our service children. Following return to full schooling September 2020, teachers to map where our service children are at</p> </td> <td data-bbox="1355 1262 2161 1383"> <p>Children feel happy and safe at school, and are consequently ready to learn. Attendance is good and children arrive at school</p> </td> </tr> </tbody> </table>	<i>Desired outcomes</i>	<i>Success criteria</i>	<p><b>A</b> Improved relationships and strengthened emotional well-being including resilience in learning.</p> <p>To enhance parental engagement so that parents are fully informed about their child’s provision and are more confident in knowing how to support their child at home. In the event of a child having to learn remotely at home due the COVID pandemic, the learning gap to be reduced through learning provision that can be accessed at home.</p>	<p>Pupils make progress at least in line with peers across Reading, Writing and Maths.</p> <p>Emotional well-being issues are addressed and needs are met having a positive impact on attainment and progress.</p> <p>Pupils settle well when joining the school and are able to establish relationships.</p> <p>Parents are confident to ask staff for support and engage in school meetings, workshops and consultation evenings. Parents are fully aware of the provision being offered to their child.</p> <p>Any learning gap is reduced as children are able to access and engage in learning from home.</p>	<p><b>B</b> Teachers are providing clear, enhanced provision for our service children. Following return to full schooling September 2020, teachers to map where our service children are at</p>	<p>Children feel happy and safe at school, and are consequently ready to learn. Attendance is good and children arrive at school</p>
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	in their learning and their well-being. Teachers use this information to identify gaps early and enable personalised learning and interventions and adjustments to be put in place.	on time. Children made good/ accelerated progress from their starting points.
	<b>C</b> Focus on bridging gaps in phonics YR/KS1 and the development of fluency and comprehension skills to improve reading in KS2.	Pupils make at least expected progress/ targeted pupils make accelerated progress to close attainment gaps.

<b>5. Planned expenditure £15,190</b>					
<b>Academic year</b>		<b>2020-2021</b>			
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.					
<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> Improved relationships and strengthened emotional well-being including resilience in learning	Pastoral Lead (PL) time supporting Service children when joining the school and leaving due to deployment. PL supporting children when parent absent due to deployment and the anxieties this may engender. Children are part of “Bourne Forces” and establish a supportive group identity.  Support for those children who have established relationships and friendships and friends leave.	We need to ensure Service children have the resilience to deal with the challenges of change. We recognise the impact that mobility can have on a child emotionally and how this can potentially impact on learning. Emotional regulation important to ensure good mental health and children to move forward in their learning.	Learning walks/ peer conferencing evidencing attitudes to learning.  Governor monitoring of Bourne Forces work through observation and peer discussion.	SLT AMc	Dec/March/ June



<p>Teachers are providing clear, enhanced provision for our PP children. Following return to full schooling September 2020, teachers to map where our PP children are at in their learning and their well-being. Teachers use this information to identify gaps early and enable personalised learning and interventions and adjustments to be put in place.</p>	<p>To have a recovery plan in place to support children's return to school. Gaps and needs are identified and appropriate intervention put in place.</p> <p>Identification of pupil barriers to learning through EY baseline, tracker and assessments/ input from Pastoral manager. Data input Term 1 as baseline.</p> <p>Planned and tracked interventions delivered by teacher/ TA / SENCo</p>	<p>Children settle quickly and are happy. They understand our high expectations and are supported where needed to achieve this.</p> <p>The recovery curriculum aims to ensure that the curriculum is adjusted to ensure that all children achieve success.</p> <p>Teachers know children well and through targeted intervention and a highly focused curriculum are able to meet their learning and emotional needs.</p>	<p>Children's phonics acquisition, writing and maths will be assessed, and EYFS baseline.</p> <p>Interventions put into place a appropriate, and provision reviewed and monitored.</p> <p>Reviews will take place termly through the school's monitoring cycle to include:</p> <ul style="list-style-type: none"> <li>- Learning walks</li> <li>- Book looks</li> <li>- Pupil progress meetings</li> <li>- Lesson/ intervention monitoring</li> <li>- Data analysis</li> <li>- Reporting to govts</li> </ul>	<p>PC</p>	<p>T1 baseline assessment</p> <p>By end of T1 recovery plan in place.</p>
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<p>Phonics, Spelling and grammar is applied with accuracy in writing at raising attainment.</p>	<p>Non-negotiable focus on accuracy throughout school. Resources purchased to support KS2 phonics acquisition. Staff /TA training.</p> <p>Pupil engagement in the learning key with adult time allocated to support pupil conferencing and address issues</p> <p>Storytelling to promote confidence and language development – feeding directly into writing</p>	<p>Monitoring/ work analysis shows children applying phonics and GPS skills in writing more consistently pre - lockdown and that this needs to be embedded. Weaknesses in specific cohorts that need addressing. Raising quality of teaching and high quality feedback – recognised as having the most significant impact on outcomes (Sutton Trust research). Early language acquisition biggest indicator for achievement. Fiona Johnson story telling day each half term (when possible)</p>	<p>Focus for lesson observation and work scrutiny by Subject Leader/ Govs</p> <p>Progress meetings</p> <p>Report to Governing Body.</p>	<p>VB/ SLT</p>	<p>December/ March/June</p>
<p>Children are exposed to high quality reading experiences and can use reading skills in writing Focus on vocabulary development.</p>	<p>Ensure children can access a broad range of high quality reading material - Focus on quality whole class reading books/ reading books and guided reading. Reading a whole school priority and immersion in a reading culture. Ref Recovery planning</p>	<p>Impact of reading on children being able to access the curriculum successfully. <a href="http://www.thereadingjourney.co.uk">http://www.thereadingjourney.co.uk</a></p>	<p>Purchase of supplementary books throughout the school. Staff training - VB leading</p>		<p>Dec/ March/ June</p>

<p>B Phonics, Spelling and grammar is applied with accuracy in writing at expected and GD levels raising attainment.</p> <p>Children are exposed to high quality reading experiences and can use reading skills in writing</p>	<p>Non-negotiable focus on accuracy throughout school. Resources purchased to support KS2 phonics acquisition. Staff /TA training.</p> <p>Pupil engagement in the learning key with adult time allocated to support pupil conferencing and address issues</p> <p>Phonics/ spelling gaps identified – revision of programmes to allow for revision and catch up.</p> <p>Ensure children can access a broad range of high quality reading material - online access to reading books beyond school books/ weekends and during potential isolation periods</p>	<p>Writing at EYFS, KS1 and KS2 are rapidly improving and this needs to be sustained. Monitoring/ work analysis shows children applying phonics and GPS skills in writing more consistently, and that this needs to be embedded. Weaknesses in specific cohorts that need addressing. Raising quality of teaching and high quality feedback – recognised as having the most significant impact on outcomes (Sutton Trust research).</p> <p>Impact on reading on the ability of children to access the whole curriculum. <a href="http://www.thereadingjourney.co.uk">http://www.thereadingjourney.co.uk</a></p>	<p>Focus for lesson observation and work scrutiny by Subject Leader/ Gobs</p> <p>Progress meetings</p> <p>Report to Governing Body.</p> <p>Release time for teachers for conferencing and individual target setting.</p> <p>Purchase of e-bugs/ supplementary reading books in all classes. Staff training SL released to support and review curriculum</p>	<p>VB/ SLT</p> <p>VB</p>	<p>December/ March/June</p> <p>November 2020</p>
<p><b>Total budgeted cost</b></p>					<p>15190</p>

