

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### MAT overview

Context	
Gomer Junior School	37 <b>15%</b> (Proportion % of pupil premium eligible pupils)
Rowner Junior School	86 <b>42%</b> (Proportion % of pupil premium eligible pupils)
Bay House School	1716 <b>32%</b> (Proportion % of pupil premium eligible pupils)
Brune Park School	1335 <b>40%</b> (Proportion % of pupil premium eligible pupils)
Lord Wilson School	41 <b>73%</b> (Proportion % of pupil premium eligible pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	Three year strategy: September 2019 Current academic year published September: 2021
Date on which it will be reviewed	Current academic strategy reviewed: July 2022 Three year strategy review date: July 2022
Statement authorised by	Kerry Payne - Executive Headteacher
Pupil premium lead	Kerry Payne
Governor / Trustee lead	Chris Donovan

## Funding overview

2001-2022	
Primary disadvantaged funding	£162,745
Secondary disadvantaged funding	£691,898
Special disadvantaged funding	£35,335
Primary Service funding	£21,080
Secondary Service funding	£122,140
Special service funding	£0
Primary LAC/ Post LAC	£2,345
Secondary LAC/Post LAC	£56,280
Special LAC/Post LAC	£2,345
Primary recovery funding	£17,690
Secondary recovery funding	£108,533
Special recovery funding	£11,020
<b>Total</b>	<b>£1,231,411</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all;
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils that experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Tier 3 - Wider strategies	<ol style="list-style-type: none"> <li>1. Poor attendance adversely affects the progress and attainment of some pupils</li> <li>2. Students access to cultural capital within the curriculum is at times limited and inconsistent across school</li> <li>3. Some pupils in receipt of Pupil Premium, experience adverse emotional impact due to their personal circumstance e.g. deployment, mobility</li> <li>4. The impact of socio economic disadvantage alongside the impact of Covid-19 is having a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning)</li> </ol>
Tier 2- Targeted Intervention	<ol style="list-style-type: none"> <li>1. Some pupils who are in receipt of Pupil Premium, are not always having gaps in their learning identified early enough to ensure that they are closed effectively</li> <li>2. Some pupils who are SEND and in receipt of Pupil Premium do not make sufficient progress to meet end of key stage expectations;</li> <li>3. Some pupils enter the school with poor language and communication skills, which impacts on their reading and writing</li> <li>4. Learning needs in reading, impacts upon achievement across the curriculum</li> </ol>
Tier 1 - Teaching	<ol style="list-style-type: none"> <li>1. Some pupils do not make enough progress from their on entry starting points (KS1 and KS2)</li> <li>2. The reconceptualization of education following the Covid-19 outbreak and the impact this has had on those who are in receipt of Pupil Premium</li> <li>3. Enabling all disadvantaged learners to receive quality first teaching, in all learning environments</li> </ol>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved

	Intended outcome	Success criteria
Tier 3:	Reduce absences for all pupils, but in particular those in receipt of PP (internal figures)	<ol style="list-style-type: none"> <li>1. Higher rates of attendance for all pupils, but in particular those in receipt of PP</li> <li>2. At the end of year, school attendance figures will be at least in line with National average</li> <li>3. The percentage of persistent non-attendees will be reduced</li> </ol>
	To Increase aspiration and ambition for the future.	<ol style="list-style-type: none"> <li>1. Disadvantaged pupils to be able to have access to careers interviews as a priority group</li> <li>2. Close tracking of Intended destination tracking sheet to monitor key focus groups of pupils to reduce the risk of any pupils becoming NEET</li> <li>3. Ensure all pupils have access to use the careers platform to support careers education and signposting</li> <li>4. To ensure all learners have access to cultural capital through our extended offer</li> </ol>
	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g. during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health.</i>	<ol style="list-style-type: none"> <li>1. Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point</li> </ol>

	Intended outcome	Success criteria
Tier 2:	Improve provision and inclusion for all pupils	<ol style="list-style-type: none"> <li>1. The purchase of assessment and diagnostic tools to enable staff to identify targeted next steps</li> <li>2. ELSA provision, school counsellor and nurture groups ensure that social and emotional needs are addressed</li> <li>3. Models of good practice to be shared across the Trust</li> <li>4. Regular, focused pupil progress review meetings</li> <li>5. Deploying skilled staff to support PP pupils effectively in meeting their academic and well-being needs</li> <li>6. High quality interventions which are regularly monitored, evaluated and reviewed – these are run by both teachers and support staff.</li> <li>7. Committee focus in termly Phase meetings</li> <li>8. Provision map monitoring by the Inclusion Forum</li> <li>9. Leadership team weekly / fortnightly monitoring and follow up of PP attendance</li> <li>10. Use of the inclusion team to support interventions based on needs analysis</li> </ol>

	Intended outcome	Success criteria
Tier 1:	Improve the quality of teaching and learning to ensure progressive learning for all.	<ol style="list-style-type: none"> <li>1. High quality first teaching that is regularly monitored and reviewed</li> <li>2. High quality Professional Development for all members of staff across the Trust through PL sessions, as well as through the GFM IOE impacts directly on quality of teaching</li> <li>3. Teaching will be at least good or better, reflecting all of the teaching standards.</li> <li>4. Reviewing research and using evidence based research to inform our planning and provision for pupils</li> </ol>
	Improve standards and outcomes in maths, reading and writing.	<ol style="list-style-type: none"> <li>1. End of Key stage (2,3 &amp; 4) results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing/English &amp; Mathematics (R, W &amp;M)</li> <li>2. End of KS2 results will show that more disadvantaged pupils are making expected progress in Reading, Writing/English &amp; Maths based upon their KS1 data</li> </ol>

	<p>The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium.</p>	<ol style="list-style-type: none"> <li>1. Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> <li>2. Children will make at least good progress</li> <li>3. A rich curriculum offer will ensure that children are prepared for their next steps in learning.</li> <li>4. The effective use of technology will be used to personalise learning and provide a blended offer where appropriate</li> </ol>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ImpactEd well being diagnostic tool	<p>Reports and feedback to support barriers to learning linked to wellbeing and mental health. Assessment completed termly to identify where additional targeted support can be offered. Tracking and monitoring of focus groups and trends across the school and the MAT.</p> <p><a href="#">Lockdown Lessons</a></p>	Tier 2 Challenge 1
Purchase of Motional well being diagnostic tool	<p>Screening tool for use with identified learners to or identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p>	Tier 3 Challenge 3,4

Careers platform	<p>All pupils within the school use the careers platform to support the careers curriculum. This is a thread that is used during the tutor programme and through the careers interview process. This supports a wide range of staff being able to track, monitor and support pupils accessing post16 education and mitigates the risk of pupils becoming NEET (Destinations data.)</p>	Tier 3 Challenge 1,2,3
Improving attendance for all pupils with a focus upon key groups	<p>We are aware that attendance is a barrier to learning for several pupils especially those who may be disadvantaged. Trust wide protocols on attendance that are underpinned by high expectations (Secondary phase - attendance advocates, Community engagement officer. Primary phase: Intervention targeted and personalised to family circumstances and monitored.</p> <p>The implementation of Arbor as the trust MIS system which allows live attendance reports by demographic groups.</p> <p>All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring persistent absentees and informing the appropriate persons. (Secondary phase - the impact of the role of the tutor)</p> <p>Specific administration support to track, monitor and report upon absence identifying trends and patterns for identified pupils.</p> <p>The use of the Diagnostic hub has allowed the MAT to assess pupils with SEMH needs that may have been linked to attendance being a barrier to education. This has enabled bespoke provision such as the Cube being developed and implemented in the mainstream secondary phase - this model supports reintegrating pupils into school following absence relating to anxiety and SEMH. Early indications are very positive: in a round of recent reviews, over 90% of the pupils attending the cube have improved their attendance. One student has improved from 60% to 85% so far. Another student has progressed from managing to attend 3 days per week to completing their first full week of school.</p>	Tier 3 Challenge 1



	<p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</a></p> <ul style="list-style-type: none"> <li>● Attendance forum minutes and policies.</li> <li>● Data linked to attendance figures at school, Secondary phase and Trust level.</li> <li>● Reduction of persistent absentees.</li> </ul> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
To support pupils Social, emotional and mental health needs	<p>Across the trust there are a number of programs for supporting emotional/well being needs <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges</a></p> <p>We are supporting Trauma Informed Practitioner training and deployment to be able to offer a crisis provision as we have seen an increase in pupils experiencing trauma.</p> <p>We are using off site provisions for targeted groups of pupils who require an alternative provision - The Key/Second chance/SGL/Oarsome chance</p> <p>We are supporting staff training linked to de escalation to help support development of emotional health.</p>	Tier 3 Challenge 4
Resources to support Intervention - contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £439,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):</p>	<p>We have a small team of staff that support targeted intervention with identified pupils. They are identified through the use of the Diagnostic tools. They offer support to a wide range of pupils across key stages with a focus upon core subjects and pastoral well being.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>Tier 2 Challenge 1</p>
<p>Improving reading across the curriculum</p>	<p>We have developed a reading mentoring programme that is delivered by a group of sixth form mentors who support pupils across KS3 with the development of vocabulary and reading skills to support pupils to access reading across the curriculum. This is offered after school to enable the offer to a larger cohort of pupils. Sessions take place in the school library.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p>A focus on the bottom 20% of readers and will be leading on phonics, reading and speech and language interventions to plug the gaps highlighted by the Renaissance Data (Secondary phase: Two part-time Tutors of Literacy and Oracy have been appointed. Primary phase: All staff as well as specialist speech language TA)</p> <p>In addition to this, there are also targeted reading interventions happening in Years 7 and 8. Learners have been grouped according to their gaps in learning i.e. inference, and are having targeted interventions to plug these gaps.</p> <p>The school libraries have key events throughout the year to illuminate reading for pleasure. They work with departments to ensure recommended reading lists are up to</p>	<p>Tier 1 Challenge 2</p> <p>Tier 2 Challenge 4</p>

	<p>date and relevant. They also run a number of clubs and societies to promote reading and there is an online library too.</p> <p><a href="#">GFM Libraries</a></p>	
<p>Use of recovery premium - LEGO Trainer to lead STEM and IT sessions across targeted year groups to allow class teachers to address gaps in pupils learning in the core subjects (Primary Phase)</p> <p>Tutoring programme</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention: <a href="#">Small group tuition   EEF</a></p> <p>Our Tutors of Literacy and Oracy work with learners identified from the Renaissance Reading Assessments as the bottom 20% of readers. They focus on early reading and phonics, reading strategies and Lexia, a programme which supports learners diagnosed with, or at risk of, having dyslexia. This helps to plug the gaps in their learning.</p>	<p>Tier 1 challenge 2,3</p> <p>Tier 2 challenge 1</p>

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £700,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>NFER building block 4 (meeting individual learning needs) states that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is</p>	<p>Tier 1 Challenge 3</p> <p>Tier 2 Challenge 1,2,3,4</p>

	supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.	
To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching	<p>Whole school/Trust level PL delivered to support staff understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><a href="#">EEF publishes new guidance on professional development   EEF</a></p> <p>ImpactEd research findings paper - <a href="https://impacted.org.uk/impactinpractice">https://impacted.org.uk/impactinpractice</a></p> <p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.<a href="#">1.</a></p> <p><a href="#">High-quality teaching   EEF</a></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all ) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	Tier 1 Challenge 2
Purchase and implementation of Let's Think English programme	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><a href="#">Metacognition and Self-regulated Learning   EEF</a></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><a href="#">The Adey Report</a></p> <p><a href="#">The Effects of Cognitive Acceleration – and speculation about causes of these effects.</a></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to</p>	Tier 1 Challenge 1,2,3

	the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults. ( <i>Addressing educational disadvantage 2021</i> )	
To support secondary phase pupils having access to online learning through the school Chromebook scheme	The scheme has been set up to ensure that all pupils are able to access curriculum and online learning/apps. This has been particularly prominent during periods of school closure/lockdown. <a href="#">Remote learning for pupils   EEF</a>	Tier 1 Challenge 3 Tier 3 Challenge 3
Intervention supported by teachers	The implementation of KS3 & KS4 Inclusion leaders to support Tier 1 and Tier 2 challenges  English leaders with a core focus on outcomes for disadvantaged learners- reviewing and adapting the curriculum where identified (TLR costs are linked to PPG).  The development of provision with small classes (high % are PP) to meet needs with the required expertise to support rapid progress with key groups of pupils.  Bespoke interventions supported by specialist teachers.  Additional provision outside of the school day to support both pastoral and academic needs	Tier 1 Challenge 3 Tier 2 Challenge 1,2,3  Tier 1 Challenge 1,2,3  Tier 1 Challenge 1,3 Tier 2 Challenge 1,2  Tier 1 Challenge 3  Tier 3 Challenge 4

**Total budgeted cost: £1,238,799**

## **Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify. We attempted to mitigate the impact of COVID by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by a sound 'keeping connected strategy'. An online, live curriculum, enabled a focus on the core subjects being taught with humanities being self directed. Extra curricular e.g. sports enabled learners to stay fit, active and supported their well-being. This was further enhanced by the online club offer that was provided for pupils by their peers.

For individual school review of outcomes please use the following links:

Rowner Junior school - [RJS PP 2021-2022](#)

Gomer Junior School - [GJS PP 2021-2022](#)

Bay House - [BH - Pupil Premium statement: 2021-2022 \(Use this one\)](#)

Brune Park - [BP - Pupil Premium statement: 2021-2022 \(Use this one\)](#)

Lord Wilson School Academy - [LWS Pupil Premium statement: 2021-2022 \(Use this one\)](#)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<ul style="list-style-type: none"> <li>To minimise the emotional impact of deployment and parents working away, on children and families.</li> </ul>	<ul style="list-style-type: none"> <li>ELSA/trauma informed practitioner support is offered across the GFM</li> <li>Deployment of support during this academic year where we have seen a significant impact in students remaining focused, motivated and positive during the time a parent was deployed. Evidenced through a consistency in behaviour and achievement logs for Service children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Copies of our Service Families Newsletter at both Brune Park and Bay House Schools published termly which outlines key, significant events and support networks available to all Service Pupils and their families.</li> <li>• Parents can find deployment links on our websites, newsletters and social media pages.</li> <li>• Whole Family support is available.</li> <li>• Chromebooks are available for children to communicate with the deployed parent.</li> <li>• Evidence based programmes , such as Talking Teens and the Parenting Puzzle from Family Links. We will also consider the need for ACE's in the new year.</li> <li>• Support parents to attend groups facilitated by other services, such as Aggies Stay and Play sessions.</li> <li>• Signpost parents to external services, dependent on need.</li> </ul>
<ul style="list-style-type: none"> <li>• Provision for Service children to be clearly supported and mapped using the careers platform and wide participation and engagement in specific events throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• The careers platform was introduced to schools across the Secondary Phase of the GFM, supporting all Service Premium Students with a Destinations and Career platform from KS3-KS5 enabling the school to track and monitor engagement with careers education, 1:1s advice and guidance, employers encounters and wider skill development. This platform allows Service families to have direct access anywhere in the world to view their child's progress on their destination pathways including supporting student choices with post 16 and Post 18 options.</li> <li>• Key Stage 3 and 4 children have the opportunity to attend Creative Forces Days at Portsmouth University</li> </ul>
<ul style="list-style-type: none"> <li>• To further improve engagement and outcomes for all Service Pupils across the Phases in achieving greater attainment progress and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to begin specifically planning - using ClassCharts for Service Children stretch and challenge in the secondary phase.</li> <li>• Cross Secondary Phase Service Children planning meeting led by Service Child Coordinator delivered through PL.</li> <li>• Observations and teacher drop ins by SLT to include Service Child engagement and progress outline</li> <li>• Data for service children is clearly mapped and shared with all staff.</li> <li>• Attendance monitoring - Service Team (secondary) and attendance leads (Primary) will assess cases below 90%.</li> <li>• Families can request support for the Service Children &amp; Families Lead via the Diagnostic Hub.</li> </ul>
Secondary phase impact	
<ul style="list-style-type: none"> <li>• What was the impact of that spending on service pupil premium eligible pupils?</li> </ul>	<p>GFMAT End of Year 1 Monitoring Form 1 January 2020 – 31 December 2020  <a href="#">GFMAT- P3 End of Year 1 Monitoring Form.docx</a></p> <p>GFMAT - Year 2 Interim Monitoring 1 Jan 2021 – 30 Jun 2021  <a href="#">GFMT - P3 - Year 2 Interim Monitoring</a></p> <p>Service Children and Family Impact Report Sept 2021 - Dec 2021  <a href="#">Service Children and Families Impact Report</a></p>

	<ul style="list-style-type: none"> <li>● Since Jan 2020 103 service children in the secondary phase have been supported on a 1-2-1 wellbeing basis and 51 for ELSA.</li> <li>● All of our child assessment data shows an increase in one or more areas of identified needs.</li> <li>● A majority of our ELSA data shows an increase in wellbeing scores.</li> <li>● Child feedback is positive and shows an improvement in scores as a result of the intervention.</li> <li>● Since April 2021 we have responded to MIND data showing 71% of armed forces parents have experienced poor mental health and barriers that include isolation and loneliness by offering a variety of evidence based programmes. These include Talking Teens and Family Links. To date 20 parents have completed one, or both of these courses and 100% have reported an improvement in one or more areas of need. Our spring 2022 Family Links course has a waiting list of 50 parents, evidencing the importance of this type of intervention.</li> </ul>
<ul style="list-style-type: none"> <li>● To further improve engagement and outcomes for all Service Pupils across the Phases in achieving greater attainment progress and attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Service children are broadly in line with their non service peers based on the 2021 summer GCSE results.</li> <li>● Maths PPG data from the most recent Y11 PPEs (December 2021) puts service children ahead of their non service peers in both secondary schools. At BP service children are predicted to achieve 0.04 of a grade higher (-0.81/ -0.85) and at BH 0.12 of a grade higher (-0.06/ -0.18) in Maths.</li> <li>● Service children have better attendance at both secondary schools. At BH (Service - 90.2%/ All students - 88.8%) and at BP (Service - 92%/ All students - 87.8%) as of February 2022.</li> </ul>
Primary phase impact	
<ul style="list-style-type: none"> <li>● To minimise the emotional impact of deployment and parents working away, on children and families.</li> </ul>	<ul style="list-style-type: none"> <li>● As a result of the actions undertaken to support Service pupils and their mental wellbeing, 83% of the pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way.</li> <li>● For those Service pupils who were transitioning to secondary school, 97% of those pupils felt that support from the school had ensured that they were prepared for the next step in their education.</li> </ul>
<ul style="list-style-type: none"> <li>● To further improve outcomes for all Service Pupils in achieving greater attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>● As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).</li> <li>● End of year teacher assessment for the Year 6 pupils indicates that service pupils outperform non-service pupils at ARE, as well as outperforming them in GDS in reading and maths.</li> <li>● As a result of cross phase work and more accurate diagnostic assessments of gaps in learning, there has been an Increase in percentage of service pupils achieving ARE in combined for R,W,M (83% in</li> </ul>



	<p>autumn term to 91% at the end of the summer term) at RJS and 100% of service pupils achieving ARE in reading and maths at GJS .</p> <ul style="list-style-type: none"><li>● As a result of robust systems to challenge non attendance, service pupil attendance was consistently above the national averages.</li></ul>
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### Further information (optional)

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