

Pupil premium strategy statement – Bay House School and Sixth Form

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1730
Proportion (%) of pupil premium eligible pupils	21.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Three year plan: September 2022 Current academic year: September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Willis
Pupil premium lead	Alice Harlan
Governor / Trustee lead	Chris Donovan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394996
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£81558
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£476554

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"> 1. Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase 2. Students access to cultural capital within the curriculum is at times limited and inconsistent across school 3. Poor attendance adversely affects the progress and attainment of pupils. The impact is more significant for those whose attendance is below 90%, such that they are considered persistent absentees. 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)
Tier 2- Targeted Intervention	<ol style="list-style-type: none"> 1. Some students who have SEND and also identified as disadvantaged do not make enough progress at the end of both KS3 & KS4 2. Learning needs in reading, impacts upon achievement across the curriculum 3. Attainment groups - identification of groups with the largest gaps and appropriate intervention planned
Tier 1 - Teaching	<ol style="list-style-type: none"> 1. Not all pupils at KS3 make enough progress each year from their on entry starting points 2. Not all learning is consistently good 3. Whilst there are small pockets of disadvantaged students outperforming non disadvantaged students the gaps still remain with English and Maths and against national data 4. Teachers need a deeper understanding of the impact of Covid-19 on pupils and the wider community and the effect it may have upon learning and the curriculum that is delivered

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:	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g.</i> <i>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"> 1. Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. 2. Pupils are able to self regulate and signposting supports access to manage pupil wellbeing
	Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase and 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	<ol style="list-style-type: none"> 1. Disadvantaged pupils to be able to have access to careers interviews as a priority group 2. Close tracking of Intended destination tracking sheet to monitor key focus groups of pupils to reduce the risk of any pupils becoming NEET 3. Ensure all pupils have access to use the careers platform to support careers education and signposting
	For attendance to be at a minimum of the National average and for the percentage of persistent non-attendees to be reduced.	<ol style="list-style-type: none"> 1. Higher rates of attendance for all pupils, but in particular those in receipt of PP 2. At the end of year, school attendance figures will be at least in line with National average 3. The percentage of persistent non-attendees will be reduced
	To improve disadvantaged pupils access to cultural capital through the extended school provision	<ol style="list-style-type: none"> 1. Key tracking of PP learners access to clubs and societies 2. Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital 3. Ensure access to onsite and off site opportunities through trips and visits

	Intended outcome	Success criteria
Tier 2:	To support and improve outcomes for learners with SEND and/or SEMH needs	<ol style="list-style-type: none"> 1. As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. 2. This will be reflected in an increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing)

		<ol style="list-style-type: none"> 3. Effective deployment of staff to support these pupils, including the use of ELSA, inclusion Lead etc.
	To improve the progress of the bottom 20% of readers through use of interventions and access strategies to ensure that they have access to the curriculum	<ol style="list-style-type: none"> 1. Diagnostic assessments will improve identification of targeted focus groups 2. Targeted interventions will improve reading outcomes so that pupils are in line with ARE 3. All pupils will be able to access the rich curriculum on offer
	To diminish the difference between disadvantaged and non-disadvantaged pupils who have been impacted by Covid-19	<ol style="list-style-type: none"> 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. 2. Children will make at least good progress 3. Improve progress and attainment in core subjects where gaps have grown or developed during lockdown 4. Increased curriculum opportunities where these have been missed during lockdown

	Intended outcome	Success criteria
Tier 1:	'Good' teaching and learning to enable pupils to make sound progress in Maths and English	<ol style="list-style-type: none"> 1. Improve standards and outcomes in Maths and English 2. Improve the quality of teaching and learning across all departments with a specific focus upon English and Maths
	Improve attainment and progress in Maths and English in line with at least national average	<ol style="list-style-type: none"> 1. Improve progress at the end of year 7 in line with on entry starting points with a specific focus on English and Maths 2. Improve progress at the end of year 8 in line with on entry starting points with a specific focus on English and Maths
	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	<ol style="list-style-type: none"> 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. 2. Children will make at least good progress

		<p>3. A rich curriculum offer will ensure that children are prepared for their next steps in learning.</p> <p>4. The effective use of technology will be used to personalise learning and provide a blended offer where appropriate</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 267,585.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued embedding of Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps	<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><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></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 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.</p>	<p>Tier 1 Challenge 3</p> <p>Tier 2 Challenge 1,2,3</p>

<p>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>	<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><u>EEF publishes new guidance on professional development EEF</u></p> <p>ImpactEd research findings paper - https://impacted.org.uk/impactinpractice</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.</p> <p><u>1. High-quality teaching EEF</u></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>	<p>Tier 1 Challenge 4</p>
<p>To support all pupils having access to online learning through the school Chromebook scheme</p>	<p>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.</p> <p><u>Remote learning for pupils EEF</u></p>	<p>Tier 1 Challenge 1,3,4 Tier 3 Challenge 3,4</p>
<p>Intervention supported by teachers</p>	<p>The implementation of KS3 & KS4 Inclusion leaders to support Tier 1 and Tier 2 challenges.</p> <p>English leaders with a core focus on outcomes for disadvantaged learners- reviewing and adapting the curriculum where identified (TLR costs are linked to PPG).</p> <p>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.</p> <p>Bespoke interventions supported by specialist teachers.</p> <p>Additional provision outside of the school day to support both pastoral and academic needs.</p>	<p>Tier 1 Challenge 4 Tier 2 Challenge 1,2,3 Tier 1 Challenge 1,2,3 Tier 1 Challenge 1,3 Tier 2 Challenge 1,2 Tier 2 Challenge 1</p>

		Tier 1 Challenge Tier 3 Challenge 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 162,049.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
PALS tutoring team	<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 and referrals from subject teachers and a pupil's year team. They offer support to a wide range of pupils additional support to reduce barriers to learning that they may be experiencing. These interventions include additional support in core subjects, pastoral interventions and attendance based interventions.</p> <p>Teaching Assistant Interventions</p>	Tier 2 Challenge 1,2,3
Improving reading across the curriculum	<p>Reading Renaissance testing is now complete for Yrs7 - 10 and the data has been uploaded on to Arbor and shared with teachers.</p> <p>Reading Mentor programme - selected Yr7 and Yr9 pupils (based on KS2 data / summer Renaissance) - runs weekly on a Thursday with a Yr11 Prefect in the LRC. 12 pupils + 12 prefects. This will run throughout the academic year.</p> <p>Reading for pleasure: introduction of a book vending machine which pupils can obtain via tokens from points learned for meeting expectations in lessons..</p> <p>Re-launch 'Biscuits and Read' in the Spring term so that we can include more pupils and volunteers from the community - not just the pupils whose parents can come into school.</p> <p>Spelling Bee will be launched in the Spring Term - linked to the House system.</p> <p>EEF Improving Literacy in Secondary Schools</p>	Tier 2 Challenge 2

	<p>The school libraries have key events throughout the year to promote reading for pleasure. They work with departments to ensure recommended reading lists are up to date and relevant. They also run a number of clubs and societies to promote reading and there is an online library too.</p> <p>GFM Libraries</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46919.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance for all pupils with a focus upon key groups</p>	<p>We are aware that attendance is a barrier to learning for several pupils especially those who may be disadvantaged.</p> <p>We are developing the role of the tutor in monitoring and chasing up attendance through contact with home and other stakeholders.</p> <p>Specific administration support to track, monitor and report upon absence identifying trends and patterns for identified pupils.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>The gap in attendance between disadvantaged and non disadvantaged students is 2.7% in 2018-19 to 2.4% in 2019-20 to 2.9% in 2020-21 and 5.31% in 2021-22. In 2022-23 the difference was 6.91%</p> <p>The Breakfast club for all was available to all before school. Staffed by a trusted adult, supported by year teams and tutors, the club provided a “soft start” to the day. It also ensured that all students had access to a nutritious breakfast. This was an important focus in our 2023 exam season where we ensured that all students were offered breakfast bars before their morning papers.</p> <p>Next steps now underway (data will be collected before, during and after, for evaluation)</p>	<p>Tier 3 Challenge 3</p>

	<ul style="list-style-type: none"> ● Services Families cohort focus working with Lesley Ure’s team and the new Attendance Intervention Plan: <ul style="list-style-type: none"> ○ Parent attendance support sessions being relaunched in Jan 2024 ● LAC working LAC coordinator’s team - mentoring LAC on attendance using attendance intervention plan ● Key focus on 86-92% using PALS team - using attendance intervention plan (weekly 15 minute sessions and parents being contacted) Commenced w/c 27/11/23 ● Rewards for 100% attendance per week and per half-term being launched in tutor time next week - now launched - marks being awarded from w/c 27/11/23 ● Report cards for Y7-10 due to go out weekly sharing attendance figures and lessons missed by email ● We are running a mini bus in the morning targeting students with poor attendance and punctuality to support their attendance- this is already having a measurable positive impact <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u></p> <ul style="list-style-type: none"> ● Attendance forum minutes and policies. ● Data linked to attendance figures at school, Secondary phase and Trust level. ● Reduction of persistent absentees. 	
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><u>Lockdown Lessons</u></p>	Tier 3 Challenge 4
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 Challenge
Careers platform	<p>All staff and students within the school have access to Unifrog, our chosen Careers platform. This enables staff to build Careers-related activities into the curriculum and enables students to learn more about themselves, their options and career pathways and to create their own profile.</p>	Tier 3, Challenge 1 Tier 2, Challenge 1

Students in priority groups are targeted early by the Careers Team - Pupil Premium (PP), Free school meals (FSM), Looked after children (LAC), from a Service family (SF), Special Educational Needs and Disabilities (SEND), Young carer (YC), English as an additional language (EAL) and those identified as Potential Not in Education, Employment or Training (NEET). By early Spring of Year 11, all KS4 students will have had a 1:1 guidance meeting with a Careers Adviser, a fully qualified careers guidance professional; following this meeting each student will receive an individual and tailored Next Steps plan detailing suggested actions and a Plan A and Plan B.

At the time of writing, 79% of Year 11 students have had a 1:1 and follow-up Next Steps Action Plan. From the priority groups, the Team has seen:

- PP 80%
- LAC 80%
- SEND 70%
- EHCP 41%
- EAL 86%
- Service 82%
- YC 81%
- FSM 75%

Students from priority groups who miss their 1:1 are rescheduled as soon as possible and supported to engage. The Careers Team ensures the Careers programme is inclusive, wherever students are educated (mainstream, The Link, Spring Garden Lane) and offers virtual or at-home appointments for non-attenders, attended by their key workers where possible.

In early Spring of Year 11, students are surveyed to ascertain their intended destination and to ensure they are considering their next steps; students without an intended destination at this time are targeted for additional support. To support this, every Year 11 has multiple opportunities to engage with different colleges and training providers to learn about their options Post-16, including college and apprenticeship routes.

The Careers Team attends Year 9 Parents' Options Evening to speak to parents and students at this key transition point, and offers 1:1 guidance for those needing additional advice, together with resources and drop in sessions to support the options process.

For the 2023-24 academic year, we have a new partnership in place with the University of Portsmouth which focuses on the same disadvantaged groups. We also have mentoring in place for selected Year 10 students with the Oxford University Society.

	<p>The Careers Team has suggested attending EHCP meetings for students in Year 9 and 10 to build trusted relationships and to better support these students. The Careers Team also proposed Vocational Profiling Year 9 and 10 with EHCPs from January 2024 to support positive destinations and better outcomes. Ideally the Careers Leader would like to grow the Careers Team by recruiting and building an in-house team of Careers Advisers who can develop stronger relationships with the students.</p>	
<p>To support pupils Social, emotional and mental health needs</p>	<p>We are offering a 3:20-5 drop in programme for emotional/well being needs to be reactive in supporting pupils' needs. We are also running a number of emotional health and well being interventions: listening ear lunchtimes; zones of regulation; Think Good Feel Good, Girl's Well-being, and Drawing and Talking. These pupils are identified through Year Teams, the Senco.. ImpactEd, pastoral and attendance team recommendation etc.</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges</p> <p>We now have three Trauma Informed Practitioners One staff member is in the safeguarding Team who can offer crisis support. Another staff member supports LAC on a 1-2-1 basis and in small groups. One staff member works with young pupils in the classroom environment providing trauma informed support when required.</p>	<p>Tier 2 Challenge 4</p>
<p>Breakfast club for all</p>	<p>Based on the need identified by both our pupils and the local community linked to the current cost of living crisis, we have set up a breakfast club for all that runs daily and offers pupils the opportunity to have breakfast and a positive start to the school day. The club provides a safe and welcoming environment that is run and organised by staff volunteers from SLT, year teams and the LSA's.</p> <p>Breakfast clubs: Schools report impact on behaviour, concentration and social skills</p> <p>44% of total attendees at Breakfast club since September 2023 have been in receipt of Pupil Premium. These pupils were also more likely to have attended several times. 7% have been from Services Families. This demonstrates that the reach of this strategy is disproportionately benefitting PP groups.</p>	<p>Tier 3 Challenge 3,4</p>
<p>Trips & Visits</p>	<p>Current data has reported that fsm pupils are not accessing trips and visits as often as non fsm pupils. This may be due to a number of factors, however we recognise the huge benefits that come from enabling our disadvantaged pupils to access both onsite and offsite trips and visits that really develop their cultural capital.</p> <p>Rowland Report on Addressing Educational Disadvantage - strand 17, 19, 20 & 23</p>	<p>Tier 3 Challenge 2</p>

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
Parent/Carer programmes	Parents can be referred, or self refer to any of our evidence based programmes, such as Talking Teens, Nurture Programme and Non Violent Resistance (NVR)	

Total budgeted cost: £ 476,554

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes- formative and summative assessment

For 2023, the Average Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils is currently -0.81. The Average Total Attainment 8 (which is a measure of GCSE attainment across 8 subjects) is 31.66. This is based on the provisional estimates pending publication of the performance tables in January 2024. See [DfE guidance](#) for more information about KS4 performance measures.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in [2022-23](#) was below our expectations. This is in line with the widening disadvantaged gap data which is 3.95 reported by the DfE. This is the highest level since 2012.

The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic, whereas the attainment 8 has decreased. The Average Progress 8 gap between our non-disadvantaged pupils and disadvantaged pupils in 2019 was -0.49, and the Average Total Attainment 8 score gap was -1.32. This year the gap between disadvantaged and non disadvantaged pupils was -0.56 and the attainment 8 score was -1.13.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. The socio-economic gap for disadvantaged learners is growing nationally and we acknowledge that our community is experiencing significant and ever changing challenges. We have passionately driven strategies to support our disadvantaged learners to remove barriers and make the same progress as their peers. However, we also recognise that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. We are addressing this by the new PL programme that will enable a greater amount of time to be spent in departments development pedagogy, schemes of work, knowledge organisers, assessment models and the sharing of good practice both in and across departments. We are also using diagnostic

assessments, battleplans and internal assessments to be more evidence informed to support teaching and learning in the classroom.

Attendance Outcomes

DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.

The gap in attendance between disadvantaged and non disadvantaged students is 2.7% in 2018-19 to 2.4% in 2019-20 to 2.9% in 2020-21 and 5.31% in 2021-22. In 2022-23 the difference was 6.91%. We are concerned to see the growing gap between the cohorts and keen to address this to reverse the trend. We have already seen a significant impact from strategies such as the mini bus pick up and the breakfast club. We are gathering data to inform our next steps with attendance as a priority.

Behaviour Outcomes

Our pupil premium learners have received 4% fewer positive commendations recorded on Arbor than our non pupil premium learners. This gap is a concern but should be seen in the light of the attendance figures above. Taken together this would suggest that the Pupil Premium students in school are being recognised at the same rate as their peers. Services learners were.

Our Pupil Premium cohort were 23% more likely to have generated the most serious level of concern- a Whole School concern- than their peers. They were also 10% more likely to have generated a lower level concern. However, only 12% of the Pupil Premium cohort had been suspended- which is the same as the percentage of the total cohort who have been suspended. This would seem to suggest that measures to mitigate suspension, such as the use of our Inclusion Room, support from the PALS team have been effective.

We continue to collect data for attendance, careers, trips and clubs which will inform our planning as we move into the next year. We know that these are all areas where we have seen some success but were we need to continue to champion the outcomes for our Pupil Premium Cohort.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ImpactEd Evaluation	ImpactED
Bedrock Vocabulary	Bedrock Learning
Renaissance Star Assessments	RENLearning
Motional	Motional

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Our Service Practitioner offers ELSA, lego therapy and 1-2-1 pastoral care.
- Whole family support is available from our service coordinator
- Service children have their own youth club
- Groups and events are held throughout the year to offer families the opportunity to have positive experiences and get to know what they can access in their local area.
- Families receive monthly newsletters that are produced and are distributed to all service families and year team staff.
- Deployment support.
- Monthly cooking sessions for families are at full capacity each session.
- Use of the evidence based Thriving Lives Toolkit ensures that our policy and practice is designed to meet the pastoral needs of service children and their families.
- Families are contacted and sent a welcome booklet and offered a home visit. The child will be allocated a person of contact on their first day.
- Transition, including in year, is supported both when a family arrives in the area, or leaves. Additional transition events are held.
- Parents/carers can access courses that support parenting and wellbeing.
- Our catchment schools are invited to attend the service leads group
- Weekly drop in play session for families, where they can access multi agency support, if required.
- Attendance of service children is closely monitored.
- Our service parent have access to their own Facebook page

The impact of that spending on service pupil premium eligible pupils

- In the last school year 54 students had regular 121 wellbeing support
- 100% of families are receiving regular, relevant information.
- 54% of the students from our catchment schools attended the additional transition session.
- There is a reduction in waiting times for family and wellbeing support, which makes a considerable difference to those with high mobility, or who experience frequent deployment, out of area training, or only come home at weekends.
- 42% of students who have signed up for Service youth club have attended at least one session.
- Students are being heard as they participate in research that relates to their journey to higher education by attending events such as creative forces.

- Our service ambassadors group is in the emerging stage but is student lead and its objective is to influence some decisions made relating to them, both in school and the local area.
- Data from our parent/carer courses states that as a result of attending the course, parenting has improved in at least one area and wellbeing scores increased in the majority.
- Families with limited contact are being offered opportunities to have positive, meaningful experiences.
- Children are having more positive transition experiences and attendance to groups has increased from children in our current yr7
- Assessment data shows that children's wellbeing has improved in a majority of cases when they have engaged in 1-2-1 support.
- The student voice is kept at the centre of our practice and informs decision making.
- Attendance figures have improved in most cases where interventions have been provided.
- Referrals to outside agencies, especially those reporting long waiting lists, are reduced.
- We are reducing the impact of being a service child with high mobility, or parenting deployment.

The boys really enjoyed themselves. They came home and put their new decorations straight on their Christmas trees. Thank you santa for their new books too they haven't put them down.

Merry Christmas to the service families team and thanks for all of the events you've put on over the last year, you're all stars. (Parent in the Armed Forces)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.