

# Applegarth Primary School

## Service Pupil Premium (SPP) Strategy Statement, 2023-26



1. Summary Information				
School	Applegarth Primary School	Current Year	2023- 2024	
Strategy Period	2023-26	Total Current SPP Budget	£ 6700	
Total Number of Pupils	276	Number eligible for SPP	20	Date of next review   September 2024

Attainment information for service pupils is not presented here, as the primary focus for SPP is on pastoral care, guidance and support, rather than academic outcomes.

2. Specific Challenges and Barriers to Overcome	
Service-Linked / Contextual Barriers	
A	Disrupted home life due to parental deployments and service issues, with commensurate rise in SEMH challenges, emotional vulnerability, anxiety and, in severe cases, mental health issues.
B	Transition and movement between schools. These transitions precipitate rise in SEMH issues, friendship concerns, anxiety and stress for pupils, and generate additional administrative burdens on teaching and support staff.
C	Gaps in learning as a result of pupils studying different curricula in a variety of schools (mainly in the UK), resulting in anxiety and loss of confidence as pupils approach learning that their peers are secure in but they are new to.
D	Pupil experience is diverse: many service pupils have rich life experience having potentially travelled widely and engaged with a range of cultures and societies. However, a significant number of service pupils are unable to embrace wider opportunities of the local area and other educational experiences. This can be as a result of the geographical limitations or other factors linked to service family life (e.g. finance, spousal deployments)

3. Outcomes		
	<i>Desired Outcome</i>	<i>Success Criteria</i>
A	Pupils are supported with pastoral issues.	<p>Children speak of having a strong support among staff (conferencing)</p> <p>Pupils with deployed parents have opportunities to access 1:1 care (records)</p> <p>Availability of proactive and reactive pastoral support for vulnerable children (records)</p> <p>Parents have point of contact for pastoral concerns (communications)</p> <p>SEMH programmes delivered for vulnerable pupils (observations)</p> <p>Emotion Coaching with learning mentor AH</p> <p>Service life is championed and celebrated throughout school (learning walks, observations, records, Little Heroes Club, Ripon Cathedral)</p>
B	Pupils and families are supported during times of transition in and out of school	<p>1:1 sessions for all arrivals and leavers (records)</p> <p>Administrative liaison smooth for all transitions (records, common transfer files, data, books) Child protection and SEND records are appropriately managed and rapidly transferred (CPOMS records)</p> <p>Families have access to signposting and resources to support with transition (records)</p>
C	Pupils' wellbeing and confidence is supported by interventions, additional provision and guidance to address academic issues.	<p>Tracking of progress is meticulous and detailed to prevent gaps being missed and reduce excessive over-learning/ repetition (MARK data, Insight data and FFT 50 Benchmarking)</p> <p>Intervention programmes (e.g. Success @ Arithmetic, 1<sup>st</sup> Class @ Number, Rapid Catch Up Phonics, Reading Interventions) are offered to pupils at risk of falling behind or who have gaps (observations)</p> <p>Social interventions are also offered to pupils to support SEMH and access to Little Heroes Club. Additional adult support is available in classes to scaffold vulnerable learners and settle new pupils (learning walks, staffing records)</p>
D	Pupils offered a range of enriching educational experiences providing a dynamic curriculum, and purposeful learning to support pupil wellbeing and integration with civilian community.	<p>Range of subsidised visits offered across all key stages. (records of visits)</p> <p>Range of subsidised educational visitors offered across all key stages. (learning walks)</p> <p>Range of sporting and cluster events accessed by pupils to enable them to spend time with peers from other schools.</p>

4. Planned Expenditure					
Academic Year		2023-24			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
A	<b>Pastoral Support</b> – Use of learning mentor expertise to support service across all phases. pupils	Strong impact of work in previous years. Upskilling additional staff (CompassL3)	Governor monitoring of pupil voice Pupil conferencing Parent surveys Observations of interventions and support groups Learning walks evidencing impact of whole school initiatives	AH	£1500
B	<b>Designated arrivals and leavers' time</b> – supporting induction of arrivals and addressing leavers' concerns	Strong impact of work in previous year. Parental exit surveys indicate benefits of transitional work Research indicates importance of effective transition and management for SEMH pupils	Evaluation of resources Scrutiny of books and leavers' work Observations of sessions	Class teachers  Admin staff	£100  £100
B	<b>CPOMS</b> – online management system for core data, including CP, behaviour etc.	Collaborative work with TSA schools Secure cloud-based platform (GDPR compliant) Increasing user base nationally	Governor monitoring of CPOMS records system and its usage Timeline for transfer of information		£150

C	<b>Intervention Groups &amp; Booster</b> – TA Time for delivery of programmes such as Success @ Arithmetic and Pre-Teach approaches	EEF recommendations (small group tuition +4 months) Pupil confidence improved by pre-teach and keep up approach	Intervention Observations Pupil Progress Data Pupil conferencing re: wellbeing / confidence	TAs	£1000
C	<b>Additional TA Hours</b> – support across KS1/2 to provide good staff: pupil ratios and support gap filling, emotional check-ins, and free up 'teacher time'	Effective Deployment of TAs Additional support allows for teachers to spend time with all pupils, not only 'high needs'	Observations Learning walks	TAs	£1500
C	<b>Assessment Resources</b> – to support establishment of secure baselines and track progress of all Service Pupils	EEF recommendations (feedback +8 months) Rising Stars Assessments provide standardised baseline scores to support TA Formative assessment information supports targeted teaching	Data analysis (progress tracking) Arrivals' / Leavers' Data Sheet Correlation exercises Gap analysis in Pupil Progress Meetings	JP, EH and SLT	£1000
C	<b>Digital Resources</b> – to support catch up and home / school liaison	EEF recommendations (digital technology +4 months) Provides pupils with targeted input to address gaps in learning Supports link between home and school	IPMs Pupil progress Data Pupil conferencing, impact and confidence questions	Teachers and TAs	£1000
D	<b>Enrichment fund</b> – subsidies for service specific visits (e.g., Armed Forces Day, Ripon Cathedral), educational visits, onsite experiences and cluster events	EEF recommendations (outdoor learning + 4 months) Improves curriculum quality and provides purposeful context for learning activities.	Evolve Visit reports Curriculum internal monitoring, peer reviews and ROVs from SEA	Phase and subject leaders	£1000
<b>Total</b>					<b>£6450</b>

<b>5. Review of Expenditure</b>	
<b>Previous Academic Year</b>	2022-2023
It is noted that as a result of the high impact of a number of the school's approaches over time, many chosen approaches are similar (or identical to) those used in the previous year. Expenditure is always critically evaluated, and ways of working are improved; however, since many of the contextual barriers remain unchanged (but feature different pupils every year), the strategies for addressing them need a measure of consistency.	