



### Service Pupil Premium Strategy Statement 2018-19

1. Summary Information			
<b>School</b>	Le Cateau Community Primary School	<b>Total Service Pupil Premium</b>	£90,000
<b>Academic Year</b>	2018 - 2019	<b>Number eligible for SPP</b>	300
<b>Total Number of pupils</b>	418 FTE 78 Nursery	<b>Review date of strategy</b>	July 2019

2. Barriers to Future Attainment	
<b>In school barriers</b>	
<b>A</b>	<b>Emotional support for pupils experiencing multiple moves and attachment difficulties</b>
<b>B</b>	<b>Parental deployment – pupils not being able to share their learning with a family member</b>
<b>C</b>	<b>Frequency of movement and the challenges presented by new arrivals with high levels of need and access to different curriculums and assessment processes. Making new friends and working cooperatively.</b>
<b>Context or Individual Barriers</b>	
<b>D</b>	<b>Service Children can attend many schools and for us, it is essential that the children and their families</b>
<b>E</b>	<b>Pupils linked to the Armed Forces from a range of backgrounds – English as an additional language</b>

3. Planned expenditure					
<b>Academic year</b>	2018-19				
<b>i. Pastoral care and 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>Cost</b>



<p>To provide guidance and support for parents during times of transition and emotional challenges whilst a family member is on deployment. The particular focus for this is with pupils with autism. The school has had a significant increase in numbers (28) of which 25 are Service Pupils. The wider development of this group facilitates care, support and guidance for pupils.</p>	<p>Advanced Teaching Assistant</p>	<p>'Happy home, happy child'. Due to the nature of the Armed Forces movement, the school has an ever growing number of pupils arriving with autism diagnosis or communication and interaction difficulties. By developing this role, we are able to provide continued support for a large % of pupils with ASC and those who struggle to communicate/express their feelings. Through the implementation of this role, Lois is able to provide targeted support for pupils as well as providing specific guidance to staff members. The delivery of 'social stories' as a means to support this group of pupils is key.</p>	<p>Half termly feedback reports (anonymous) to Governing Body about the types of work being undertaken and the levels of support being delivered.</p>	<p>Lois Boothman (Ali Cafferty)</p>	<p>Employment cost for 1x Advanced Teaching Assistant with Autism Specialism 32 hrs per week  <b>£17,500</b></p>
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<p>To provide support 1:1 within classroom and to engage pupils in their learning To provide targeted group or 1:1 interventions/ support groups where necessary.</p>	<p>Learning Mentor to develop an 'induction booklet' for all new arrivals. This will cover 6 sessions and each new arrival will undertake this programme.</p>	<p>Instant response for vulnerable pupils. Key worker for vulnerable pupils. Delivery of social and emotional programmes. Support and guidance for staff. Development and design of SEMH support programmes</p>	<p>Overseen by Deputy Headteachers. Needs analysis and impact of interventions to be closely monitored. Soft data around pupil's attitude to learning and access to the classroom discussed.</p> <p>GL PASS assessment to be undertaken to identify impact.</p>	<p>Kelly Costello (Ali Cafferty)</p>	<p>Employment cost for 1x Learning Mentor 14 hrs per week</p> <p><b>£7200</b></p>
<p>New arrivals – English as an Additional Language</p>	<p>Bilingual Support Assistant</p>	<p>A large number of pupils arrive in school having limited English. In particular, pupils from Nepal (Gurkha regiment)</p>	<p>Sushma will be deployed according to need and monitored by the Deputy Head. This will be priority based and will be flexible. Initial support for pupils and families followed by targeted intervention for Y2 and Y6 in preparation for SATs.</p>	<p>Sushma Sunuwar (Ali Cafferty)</p>	<p>Employment cost for 1 x GTA 26.75 hrs per week</p> <p><b>£14,000</b></p>

		Build a half-termly community event linked to Military Kids Club. Work with local regiments and their welfare officers to create links and access to resources if possible. 'Poppy Pupils'/Service Pupils chosen from each year group to work with Louise Porter and Stephanie Hodgson to organise events and promote them via Facebook/School website and Seesaw. Establish a Poppy/Le Cateau Keyring or medal that can be presented to each pupil as they leave to recognise their contribution to our community.	Parent survey to ask for feedback about MKC and what kind of events they would like to be involved with at school.  Monitor levels of attendance to social events and how this impacts on parental involvement.	Louise Porter Stephanie Hodgson Angela Campbell	MKC would need a budget to hold their first event but with the aim that each event they hold raises money for the next one? Pay SH and LP 2 hours extra per half term to run the social events after school? <b>£2000</b>
<b>Total budgeted cost</b>					<b>£40,700</b>
<b>ii. Targeted support for groups or individuals</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>Cost</b>
To provide detailed assessments for pupils with additional needs arriving at short notice	Additional Educational Psychology support	Service now traded. Enables fast track access for vulnerable pupils and new arrivals. Will support EHCAR applications and refocus element 2 funding on enhancing direct provision for children. Allow for staff drop in clinics and staff training.	Increased assessments for pupils with a service background arriving at short notice. This will also be supported by additional funds from the MOD Bid and access to a designated EP for Service Pupils (Connie McFarlane)	Ali Cafferty (SENDCO)	Purchase of a weeks' worth of additional Educational Psychology support for the year.  <b>£5000</b>

Support for vulnerable pupils during lunchtimes and to support new arrivals establish friendships	Lunchtime Support Club	It is clear that a number of Service Pupils have additional needs relating to how they engage with their peers. Providing calmer and more focussed activities at lunchtimes ensure this group of pupils are not being placed in a vulnerable position. The group of 15 pupils can access lunchtimes knowing they are in a supportive and calm area.	There will be a significant reduction in lunchtime challenges for pupils who find social interactions difficult.	Lois Boothman – Autism Specialist	1 x hour ATA role x 5 days per week across the whole school year (190 days)  <b>£2100</b>
For pupils to recognise the benefits and challenges of being a service child.	To work alongside Stephen Burke (Invisible Man Theatre Company) to deliver x2 play performances of 'Wherever Home Is' for all pupils in Key Stage 2	This has been previously undertaken in 2014 and provide pupils with a clear sense of belonging and understanding about the life led by service pupils. This was some time ago and is beneficial to repeat given the change in numbers in school. This will provide a performance followed by a series of workshops to explore what life as a service child is like and the impact of mobility.	All pupils in KS2 will watch the performance and then partake in a workshop. Teaching staff, support staff and the Learning Mentor will be involved in the sessions to provide continued support.	Ian Mottram (HT) Angela Campbell (PP Champion)	X2 days (Y3/4 & Y5/6) at £700 per day.  <b>£1400</b>
<b>Total budgeted cost</b>					<b>£8500</b>
<b>iii. Other approaches</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>Cost</b>
To identify pupils strengths and areas for development and	GL Assessment – online Assessment	Rapid identification of learning needs on entry and at key assessment points through year. Detailed profiles of pupils' abilities, strengths and development areas via	Working group with 3 other schools all serving Armed Forces Communities. Share best practice.	Yvonne Buxton	Cost to run GL Assessment for all pupils (Y1-Y6) allowing multiple

track progress on entry		instant reporting provides class teachers with helpful information to support pupil progress.	Use of data to inform provision across school. Checked during Pupil Progress Meetings		assessment points across the year as well as on-entry and exit assessments.  Cost for year <b>£5600</b> Cost for YB to deliver session (x2 mornings per week for full year) <b>£ 4000</b>
To support the administration behind a mobile community	Increased admin time - to support leavers/arrivals administration.	The demand on the school office and admin time to support mobility is significant. Compiling new arrival documents, completing admission appointments and collating data and transfer files for leavers is an endless task. By undertaking this role, we are able to move quickly to ensure pupils information is at the right place at the right time. We are able to support families during transition with the aim to make a move as smooth as possible.	Increase admin to staff to 4 FTE.  Additional member of staff working xx hours per week to provide additional support. Redistribute roles.	Susie Warriner (SBM)	Additional member of the admin team for the year  <b>£17000</b>
To provide extended opportunities for pupils	Wider opportunities fund	Offers all pupils a chance to experience a wide variety of exciting and engaging opportunities. Children enabled to access stimulating lesson content linked to experiences. Service pupils new to area or whose parents do not	Ripon Cathedral Service – ensure 2 year groups attend and coach provided. Year 2 and 4 to attend in 2018. Armed Forces Day	IM	Additional funds allocated to support school trips and visits to Service Pupil events.

		drive get to experience the richness of the locality and resources.	Enrichment visits to be partly subsidised.		<p><b>£ 3000 for transport to Ripon and Armed Forces</b></p> <p><b>£7000 to support additional costs for events</b></p> <p><b>£10000</b></p>
Provide pupils with experiences to work collaboratively and to support each other. Experience the outdoors and engage in teamwork and cooperation.	<p>Deliver a 6 session programme of Forest School for pupils in Y1-Y6.</p> <p>6 morning sessions across the academic year for each Year group.</p>	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. Through this, pupils are able to develop their meta-cognitive skills.	Monitoring of the activities will demonstrate pupils developing their team work and cooperation skills. Pre and post pupil surveys indicate the enjoyment of learning in the outdoors.	Beki Bulmer	<p>Employ a Level 3 Forest School Leader (HLTA scale) for one morning per week.</p> <p><b>£2200</b></p>
To provide parents with easy access to pupils learning	Seesaw – online learning platform	Research indicates the positive benefits of parental engagement with a child's learning development. Due to many family members being away for lengthy periods of time, Seesaw is an ideal way in which any parent can access their child's learning anywhere in the world. Hold parent workshops on Seesaw to explain key features and dispel myths about security. Teachers/parents encouraged to speak at workshop about their experiences.	The use of Seesaw will be closely monitored by Senior Leaders and Governors. The management system within Seesaw allows analysis of access and usage. Increase parental engagement with seesaw in every class. Workshop should be held on a Wednesday or Friday	Alice Thomas (E-learning Lead) Angela Campbell Lynzi Ewbank and Sophie Bell	<p>3 Year purchase for reduced cost.</p> <p>X1 Year subscription</p> <p><b>£1200</b></p>

		Seesaw will increase parental involvement and build better links between home and school. Seesaw can be used to move towards a paperless system for homework and learning at home opportunities.	afternoon/evening to allow service personnel to attend. Teachers to speak to parents not using seesaw and encourage them to attend workshop so that any questions they have about the system can be addressed.		
New starters to Foundation Stage 2 are ready and prepared for reading.	Every Service child is given a reading folder as they start FS2 along with an individual reading book.				Book bags @ £4 per bag x 60  <b>£240</b>
<b>Total budgeted cost</b>					<b>£40,240</b>
<b>Overall total cost for Service Pupil Premium</b>					<b>£89,440</b>