



Service Premium Report 2023-2024

What is Service Pupil Premium Funding?

State schools, academies and free schools in England, which have children of service families in school years Reception to Year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £320 per service child who meets the eligibility criteria.

Why was it introduced?

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

How does Service Pupil Premium differ from Pupil Premium Funding?

The SPP is there for schools to provide mainly pastoral support for service children, during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups. Service Pupil Premium is not combined with the main Pupil Premium funding and the spending of each premium is accounted for separately.

Eligibility criteria for Service Pupil Premium:

Pupils attract SPP if they meet one of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve)
- they have been registered as a 'service child' on the January school census at any point since 2015, see footnote
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

Children have to be flagged as service children ahead of the January school census deadline. Service parents need to make the school aware of their status by talking to the head teacher or school admin staff.

How is the Service Pupil Premium funding used?

In order to support the pastoral needs of service children, The Cambridge Primary has flexibility over how the SPP is used. The DfE consider us best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding is spent on providing a variety of emotional and social support needed.

At The Cambridge Primary School, the allocation of funding supplements the main school funding and is mainly used to supplement the cost of ELSA provision (Emotional Literacy Support Assistant) and nurture groups. Staffing arrangements so that there are well-trained staff on hand to provide intervention and extension, plus any emotional and social support needed, during a child's time at the school.

In addition, the allocation of funding supplements the main school funding to provide additional staff hours, if required, to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed.

SPP is not used to subsidise routine school activity (trips, music lessons etc.), however, it may be used to organise activities or events just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

School Overview

	2020-2021	2021-2022	2022-2023	2023-2024
Number on roll*	150	240	300	360
Number of children eligible for SPP funding*	59 (39%)	77(32%)	83(28%)	94(26%)
Amount of funding	£18290	£23870	£25730	£27944

*at time of October census

Barriers to learning for pupils eligible include:

1. Emotional impact and instability when a parent/parents are on deployment. Deployment is when a serving personnel is serving away from home for a period of time, this might be either a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.
2. Some pupils eligible for Service Pupil Premium do not make expected progress in spelling and grammar.
3. Attendance for children eligible for Service Pupil Premium funding can be an area of concern for some individuals, which can affect attainment and emotional well-being.
4. Some children with Pupil Premium funding require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.

Service Premium provision may include:

- Providing small group robust and immediate intervention with experienced teachers and Learning Support Assistants for children who have had turbulence within their education and have gaps in key concepts or skills
- Extra-curricular activities intended to promote confidence, well-being, success and activities during deployment
- Pastoral support from an ELSA or nurture group, particularly when there is turbulence, such as deployment within the family
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups)
- Support and advice for families to ensure all Service Pupil Premium children achieve and attend school regularly

Impact from 2022-2023

ELSA provision (Emotional Literacy Support Assistant) and nurture groups have provided children with support when a parent(s) have been on deployment. This has included support for children prior to a parent(s) deployment, during or upon their return. Support and advice was offered to families and families have been signposted to agencies that can offer further support. Children who received ELSA and nurture provision have been able to demonstrate improved confidence, happiness and ability to be successful. All staff have received training around the importance of positive relationships at all levels. This, on top of the statutory safeguarding training, means that all staff model and promote positive interactions and are able to resolve conflict using a restorative approach.

An update on the attainment and progress of pupils eligible for Service Pupil Premium funding is reported termly to the Local Advisory Committee by the head teacher. The Service Pupil Premium report is published annually for parents on the school website. The report indicates how the school is striving towards minimising the impact of the potential barriers.

Throughout the school, there is rigorous monitoring of the outcomes of all proposed activities and resources to measure successful impact. This is in addition to the frequent scrutiny of attainment and progress data for pupils who are eligible for Service Pupil Premium funding.















Measuring the impact of Service Pupil Premium Funding

Throughout the year, the school rigorously monitor the outcomes of all proposed activities and resources to measure successful impact, ensuring that the spending of SPP is contributing towards the narrowing of the gap of difference and increasing progress for these children.

Key Targets for Improvement for 2023-2024 (SDP)

1. To improve the attainment and progress in phonics to reading fluency develops at a quicker pace. Children will see themselves as readers and can successfully apply their reading comprehension skills across all areas of the curriculum.
2. To improve the attainment and progress in writing across the school by continuing to build writing stamina, creating opportunities for innovation and maintaining the quality and accuracy in transcription and composition.
3. To further develop the school's use of assessment to ensure above average attainment and progress, particularly in reading, writing and maths.
4. To embed the principles of the revised behaviour and relationships policy, including a successful behaviour curriculum, which explicitly outlines consistent expectation across the school.

Intended Pupil Premium Expenditure for 2023-2024

Activity and Resource	Cost	Expected Impact
Additional adult support for children who need emotional support through Nurture Group, ELSA (Emotional Learning Support Assistant) programmes, training for a 2 nd ELSA role, lunchtime club (targeting children with parent who is deployed) to provide personalised intervention to promote children's social skills, wellbeing and confidence. (Addressing Barrier to Learning 1, 4)	£3350 approx.	<p>ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn.</p> <p>Impact is measured through reassessment at the end of programme with evidence of difference. All Pupil Premium children are ready to learn.</p> <p>Service children can access extended opportunities through lunchtime club that promotes positive well-being and social opportunities. The experience of the ELSA as lead of the group provides additional personal emotional support.</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   +4</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Social and emotional learning strategies Moderate impact for moderate cost, based on very limited evidence.   +3</p> <p>Self-regulation strategies Moderate impact for very low cost, based on limited evidence.   +5</p>
Training and supervision for ELSA to develop knowledge and skills in programmes to best meet the needs of the children. (Addressing Barrier to Learning 1, 4)	£1000 approx.	<p>By developing staff skills and knowledge, more children can be given appropriate guidance and support that better meets their needs.</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   +4</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Social and emotional learning strategies Moderate impact for moderate cost, based on very limited evidence.   +3</p> <p>Self-regulation strategies Moderate impact for very low cost, based on limited evidence.   +5</p>
Time for planning and delivering the 'Miniature Heroes' club aimed at promoting a sense of community and self-esteem. (Addressing Barrier to Learning 1, 4)	£1200 approx.	Service children's engagement promotes positive well-being and social opportunities, as well as feeling integrated into the wider community.
Staff time training and facilitating interactions with Luna, the school dog. (Addressing Barrier to Learning 1, 4)	£600 approx.	Research shows that spending time with animals reduces stress hormones, boosts mood and increases feelings of social support.
Running events that integrate our service families and develop community cohesion. (Addressing Barrier to Learning 4)	£930 approx.	Service children's engagement promotes positive well-being and social opportunities, as well as feeling integrated into the wider community.
Head Teacher allocated time to monitor, review and support attendance and punctuality for all pupils, particularly Service Pupil Premium children, across the school; working with families to improve attendance and punctuality. (Addressing Barrier to Learning 4)	£2650 approx.	<p>Increase attendance, improve punctuality and lessen unauthorised absences. 95% or better for Service Pupil Premium children.</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.   +3</p>
Head Teacher/Assistant Head allocated time to monitor, review and support provision for Service children across the school; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations.	£3150 approx.	Increase percentage of Service children achieving expected progress in spelling and grammar.

(Addressing Barrier to Learning 2, 3)		
SENCO allocated time to monitor, review and support provision for Service children with Special Educational Needs (Addressing Barrier to Learning 3)	£3500 approx.	Increase percentage of Service children achieving expected progress and outcomes and at greater depth across the curriculum.
Assistant Head Lead allocated time to monitor, review and support provision for Service children across the school; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations. (Addressing Barrier to Learning 2, 3)	£3500 approx.	Increase percentage of Service children achieving expected progress and outcomes and at greater depth across the curriculum.
Target children having RAPs and intervention work with teachers, HLTA's and LSA's to help close the gap of progress and increase the number of Pupil Premium children at ARE/Greater Depth by the end of the year. Interventions are robust, frequent and reviewed regularly. (Addressing Barrier to Learning 3)	£2760 approx.	Teachers, Accelerated Progress Teachers, HLTAs and LSAs to work with children through immediate intervention. All SPP children working with staff to make accelerated progress over year (RAPs & intervention analysis). Early Years Toolkit, Education Endowment Foundation <div><div>Early years interventions <small>Moderate impact for very high cost, based on extensive evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+5</div></div> <div><div>Collaborative learning <small>Moderate impact for very low cost, based on extensive evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+5</div></div> <div><div>Feedback <small>High impact for very low cost, based on moderate evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+8</div></div> <div><div>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+4</div></div>
Use Early Years Learning Support Assistants to deliver Wellcom Early Years Complete Speech and Language Toolkit and NELI interventions for our Early Years children with language delay. (Addressing Barrier to Learning 2, 4)	£1995 approx.	Increase percentage of Service Pupil Premium children achieving a Good Level of Development at the end of EYFS. Early Years Toolkit, Education Endowment Foundation <div><div>Early years interventions <small>Moderate impact for very high cost, based on extensive evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+5</div></div> <div><div>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></div><div>££££££</div><div>🔒🔒🔒🔒🔒</div><div>+4</div></div>
Use Key Stage 1 Learning Support Assistants to deliver Wellcom Primary Complete Speech and Language Toolkit for our Key Stage 1 children with language barriers. (Addressing Barrier to Learning 2, 4)	£2895 approx.	Increase percentage of Service Pupil Premium children achieving expected progress and outcomes and at greater depth across the curriculum.