

The use of Service Pupil Premium at CEC

What the funding is for:

The Service Pupil Premium – What you need to know- (as published by Ministry of Defence December 2016).

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups

SPP should not be used to subsidise routine school activity (trips, music lessons etc.),

How we use funding for service children at CEC:

Supporting transitions

At CEC we use the funding received to support Service Children to ensure that children moving in and out of our school from service families are supported effectively during transition times. We employ a family worker/ assistant SENDCO who takes time to ensure that transitions between schools are positive and that all parties are kept well informed. Our staff carry out home visits and family meetings, where needed, to support children who require extra support. (Examples of the materials used to support service children's transition can be found on our website).

Providing extra emotional and social support.

We also provide extra support on a case by case basis to service children to ensure that they are not academically disadvantaged by either the effects of transition or of the social and emotional pressures they may be experiencing. For children struggling with emotional issues we provide one to one mentoring, nurture group sessions and fund outside specialists such as educational psychologists and behavioural experts to ensure we meet their needs.

Where children experience overseas and long term separation during deployment we employ a further level of support and will meet with pupils and parents to ensure we are able to meet their specific issues and needs. Currently at CEC we do not have high numbers of parents being deployed abroad however when children experience such events we are able to offer Skype time to support families and will support children in the creation of scrapbooks to enable them to share their school experiences with returning parents.

Supporting and accelerating academic progress

For those service children who are struggling academically as a result of their transition between schools/ countries we provide extra one to one and small group interventions to ensure accelerated progress to close the gap for these children. The funding is topped up by the Trust and provides substantial and meaningful support to our children. The service children's academic and emotional needs are consistently monitored and their individual needs are met on a case by case basis.

As a campus we will continue to do our utmost to use every resource available to ensure that we break down the barriers that disadvantage can cause service children. We have consulted service families on a number of occasions as a group and as individuals and have adapted our provision accordingly. We've taken time to consider what approaches are best. A number of service families prefer anonymity for their children and do not wish them to be part of a group, whilst others have encouraged the provision of group events for service children. An event run by our family worker proved successful for those attending and for the service families who wish their children to attend there will be further, half termly meetings for service children (3-5pm dates to be confirmed) during the 2017-18 academic year.

The academic progress of Primary children receiving service pupil premium at CEC 2016-17
100% of service pupil premium in Reception classes at CEC Primary achieved a Good or better level of development at the end of the academic year.
The expectation is for all pupils in Years 1-6 to achieve 6.0 steps progress in Reading, Writing, \ Maths and Science, whatever their prior attainment each academic year. During the academic yea 206-17, those primary children in receipt of service pupil premium achieved on average 6.3 steps progress.
50% of these children made 7.0 steps progress this academic year.