

Forces Children at Balksbury Federation

Information for All Staff



What is the Service Pupil Premium (SPP)?

The SPP is funding given to schools in order to provide support for children with parents in the armed forces.

The key challenges faced by service families are:

- **Mobility:** whereby a service parent is posted from one location to another, including overseas. This may mean that their family moves with them and therefore their child may need to move school
- **Deployment:** whereby a service person is serving away from home for a period of time. This could be a 6 to 9 month tour of duty, a training course or an exercise lasting a few weeks. This can bring additional pressure to a service family and also degrees of emotional distress

The SPP funding is mainly aimed at pastoral support to help children in overcoming these challenges. As children's emotional and social wellbeing can affect academic progress and attainment, the finding can also be used for academic support.

At Balksbury, we do not have high levels of mobility within our forces community. Once our forces children join us, they tend to stay with us. However, it is essential that we have robust systems and processes for ensuring that any child transferring into or out of the federation is given the best possible support.

What support is given to help overcome the challenge of mobility?

Identifying forces families...

- The Admin Team ask all admission enquiries who request a place/tour if a parent is a member of the armed forces (see Appendix A)
- If a parent is a member of the armed forces, Admin Team inform the Leadership Team and tour of federation is arranged with the PP Lead
- For children joining federation with a new Year R cohort in September, the 'Additional Information' form included in admission pack asks parents to indicate if they are a forces family
- The Leadership Team send a School App messages signposting parents to the 'Service Families' webpage and asking them to self-identify if they have not already done so
- Across the Playground regularly has a Forces page which also asks parents to self-identify if they have not already done so

Support prior to transition...

- Once a start date is confirmed, Admin Team email previous school requesting class teacher to complete Forces Passport (see Appendix B)
- As soon as completed, Forces Passport is received, Admin Team share this with new class teacher, PP Lead and Community Support Leads (CSLs)
- CSL contacts parent to introduce themselves and discuss individual child's transition and to tailor support. The CSLs also discuss support available to parents, such as the use of the Ministry of Defence's Wraparound Childcare scheme to pay for Drop Off and/or Pick Up Club and Coffee, Cake and Chat mornings (see Appendix C)
- Welcome sessions are offered to all children joining the federation, see below for how to make the most of Welcome Sessions for forces children
- Leadership Team send a welcome email to family prior to transition signposting to key information on website such as the Service Families page and the Year Group Page

- PP Lead discusses transition with new class teacher and signposts to 'Successful Transition for Forces Children' (Appendix D)
- When any child with additional needs joins the federation, the SENDCo will arrange a meeting with parents to discuss needs and provision. In the case of forces children, the SENDCo will also review the details shared about SEND and current provision in the Forces Passport so that needs can be met immediately on joining

How should the information in the Forces Passport be used?

- Use information on talents, interests, emotional and social development, friendships and voice of the child to identify 'buddies' for the child. If feasible, buddies could write/draw a welcome letter for Admin Team to scan and email to parents
- Use information on SEND, EAL, learning behaviours and attainment to plan provision
- Use information in 'History of Education' to plan for provision in non-core subjects. Where a child has prior learning on a topic in History, Geography or Science, plan to assess knowledge so that the unit plan can be tailored
- Use information in 'emotional response to moving school' and 'voice of the child' to plan emotional support – discuss with CSLs

During a forces child's first week at Barksbury...

- The CSLs will introduce themselves and talk about the provision available. They will check how the child is feeling about their transition and make adjustments to provision, if necessary
- The year group teaching team will check in regularly and address any worries or questions about federation routines and expectations
- The child will attend their first Forces Club and meet other children in the federation's forces community
- The child will complete their PP Child Profile page and the information shared will be used by the teaching team to tailor provision

When the federation is notified that a forces child is transferring to a new school...

- Parents complete a leavers form indicating the school they are moving to and the confirmed start date
- The Leadership Team and CSLs are informed
- Parents are contacted by the CSLs to discuss support for the transition process
- The PP Lead informs the teaching team
- The class teacher completes a Forces Passport
- The teaching team organises a 'keepsake' tailored to the child. For example a Wordle, a card, a poem a video
- The CSLs, PP Lead and teaching team work together to provide support for the child during the transition process

What support is given to help overcome the challenge of deployment?

Support for children...

Forces children have access to a wide range of ongoing support and also additional support when they need it.

Forces Club

The CSLs run a weekly Forces Club which gives the opportunity for children from across the federation to come together as a forces community. During club, they eat their lunch and engage in enjoyable activities. They have the opportunity to discuss the strains of service life and connect with other people who fully understand. Through Forces Club, children form strong relationships with the CSLs. This is essential for making the most of additional pastoral support when it is needed.

Pupil Premium Pupil Progress Meetings

These are termly meetings between the PP Lead and class teachers. The academic, social and emotional development and behaviours of each PP child is discussed in depth alongside the support that is in place. This allows the PP Lead to work with individual class teachers to ensure that the best use is made of the provision available. It also enables the PP Lead to build a 'bigger picture' of a child's development as they move from teacher to teacher in the federation.

Pastoral Support

The emotional wellbeing of forces children is monitored closely by the CSLs and teaching teams. Forces children receive a wealth of pastoral support including but not limited to:

- ELSA with a CSL or member of the SEND Team
- Video time with a deployed parent
- Friendship Clubs
- LSA 'catch ups' where the child can share worries and ask for academic support if they are struggling with an element of their learning
- 1:1 sessions with CSLs
- MHST referral

Support for parents...

The federation is passionate about providing support for all members of our community. CSLs are able to offer an enormous range of support for families and it is our PP families, including Service PP, who often need this support the most. The CSLs offer expert support and advice for:

- Bereavement
- Behaviour support
- Emotional support
- Social support
- Anxiety
- Attendance
- Emotional school based avoidance

Other support for parents includes:

- Those who are deployed, particularly when in different time zones, are able to connect with their child via video link during the school day at a time convenient to them
- Support is given to enable forces children to access after school enrichment clubs
- The federation is able to accept childcare vouchers and therefore service families can use the Ministry of Defence's Wraparound Childcare scheme to pay for Drop Off and Pick Up club

Appendix A

Forces Children at Balksbury Federation

Transition - Admin Procedures

It is essential that we identify service families before the transition process begins. This is so that we can ensure that families are given all the support they need for a successful transition. All enquiries for a space within the federation must be asked if a parent is a member of the armed forces.

The federation has a clear strategy for supporting forces children with successful transition into and out of the federation (see '*Forces Children at Balksbury Federation – Information for All Staff*').

The following check list is aimed at supporting Admin Team to ensure our strategy is implemented effectively.

Upon being informed that a potential new family is a service family:

- Inform PP Lead
- Arrange a tour with PP Lead

Once application received on Admissions Portal:

- Inform PP Lead
- Inform CSLs
- If the child is SEND, inform SENDCo
- Ensure 'Additional Information' form is included in Welcome Pack
- Discuss after school enrichment clubs with parents and enrol child in suitable club
- When a start date has been confirmed, email child's current school requesting completion of Forces Passport
- Once completed passport is received, share with PP Lead, CSLs and new class teacher
- Arrange a welcome session/sessions
- Email parents form Admin Inbox with Leadership Team welcome email once received from Leadership Team

Upon being informed that a service family is leaving the federation:

- Inform PP Lead
- Inform CSLs
- Ensure that parents have completed a leavers form
- Contact new school to confirm start date
- Once received from class teacher, email completed Forces Passport to new school

Appendix B

Balksbury Federation Forces Passport

Key Information	
Name of child	
Prefers to be known as: (if applicable)	
Siblings and other key family members	
Information about adults with parental responsibility (include details of which parent is forces)	
Languages spoken and fluency	
Details of SEND (if applicable)	
Talents/areas of interest (e.g. musical instruments/sports learned outside school, particular curriculum subjects)	

Learning Behaviours		
	Behaviour (1: emerging - 5: embedded)	Fluency 1-5
Emotional	Names emotions and expresses them with increasingly accurate vocabulary	
	Manages impulses of personal behaviour	
	Shows pride in successes	
Social	Focuses on learning in class and can articulate this	
	Attentive to directions, listening to the teacher/other adults	
	Shows empathy and appreciated diversity	
Cognitive	Organises time and space for own learning	
	Sets goals and monitors own progress	
	Talks purposefully with peers, valuing other opinions	

Current Attainment		
Subject	Attainment Level (PKS, WTS, ARE, GDS)	Strengths and Development Points <i>Include details of any additional provision and its effectiveness</i>
Reading		
Writing		
Maths		
Science		

History of Education

Current Educational Setting:	Balksbury Federation, Floral Way, Salisbury Road, Andover, Hampshire, SP10 3QP			
	Date Enrolled	Leaving Date	Attendance Percentage	Lateness
Previous Educational Settings (including dates)				
Details of topics which have already been taught in History/Geography/Science <i>e.g. Ancient Egypt, Rivers</i>				
External Agencies <i>Including past involvement</i>				

Other Key Information

Friendships	
Parental Involvement	
Emotional response to moving school and information regarding settling period at Balksbury Federation	
Voice of the Child	

Appendix C

Forces Children at Balksbury Federation

Transition - CSL Procedures

Upon being informed that a service family is joining the federation:

- Review information in Forces Passport
- Contact parents to explain CSL role and support available:
 - Forces Club
 - Emotional
 - Friendship
 - Behaviour
 - Coffee Cake and Chat
 - Ministry of Defence Wraparound Childcare Scheme
 - After school enrichment clubs
- Signpost to federation Service Families webpage
- Request that parents inform federation when service parent is deployed and explain support available at these times:
 - Emotional support for child
 - Opportunity for video link contact with deployed parent
 - Teaching team informed so that they can monitor

Once new child has joined:

- Go and see child, make introduction and explain role. Check with child how transition is going
- Discuss transition process with class teacher and tailor provision if needed
- Support to attend Forces Club
- Feedback to PP Lead and class teacher

Transition out of the Federation - CSL Procedures

Upon being informed that a service family is leaving the federation:

- Review information in leavers form
- Contact parents to discuss transition and gauge child's emotional response to moving school
- Feedback to PP Lead and class teacher
- Arrange provision to support child in their transition
- Request that class teacher creates keepsake for child e.g. Wordle, card, poem, video, scrapbook etc

Forces Children at Barksbury Federation

Successful Transition for Forces Children - Checklist for Teachers

Ensuring a successful transition into the federation is essential for all children. For our forces children it is likely that they are transferring into the federation because a service parent has been posted from a different location into our area.

The federation has a clear strategy for supporting forces children with successful transition into and out of the federation (see '*Forces Children at Barksbury Federation – Information for All Staff*').

The following check list is aimed at supporting teachers to ensure our strategy is implemented effectively.

Before your new child arrives at the federation:

- Review information in Forces Passport and share key points with teaching team
- Select a suitable buddy (or buddies) and discuss the role with them
- Consider asking buddy to write a letter or draw a picture to introduce themselves – give this to PP Lead
- If a child is attending a welcome session or sessions, ensure they are introduced to their buddy or buddies during this session and provided regular support and encouragement throughout the session
- Make adaptations to planning and tailor provision based on information in Forces Passport – for example if a child has already covered 'Rivers' in Geography, prepare an assessment to find which knowledge has been retained
- Ensure all books labelled
- Set up My Maths login and create sticker for reading diary

On your new child's first day in your class:

- Introduce them to their buddies if they have not attended a welcome session
- Arrange for an adult to take them and their buddy on a short tour of the classroom, year group area and key locations in federation e.g. lunch hall, playground, reception (including golden box) and toilets
- Ask their buddy to tell them about the Core Learning Values and the Code of Conduct
- Check-in with them regularly during the day and also at the end of the day to see if they have any questions or concerns to be addressed

During your new child's first week in your class:

- Ask them to complete their Pupil Premium Child Profile page and use the information to tailor support for them
- Read with them 1:1 and find out about their habits and interests
- Add to Google Classroom and provide password sticker for reading diary
- Encourage them to attend Forces Club and introduce them to other members of the year group who attend
- Monitor friendships closely and nurture those which are forming
- Check-in with them regularly
- Set up blue PP folder and put in Child Profile page and Forces Passport
- Feedback to PP Lead and CSLs about transition

Forces Children at Balksbury Federation

Transition - PP Lead Procedures

Upon being informed that a potential new family is a service family:

- Liaise with Admin Team to arrange a tour
- Inform CSLs and prospective class teacher of tour
- Discuss provision for child with parents during tour

Upon being informed that a service family is joining the federation:

- Ensure relevant checklists are issued to Admin Team, CSLs and class teacher
- Ensure Forces Passport has been sent to child's current school for completion
- Liaise with CSLs and class teacher to plan provision
- Review Forces Passport once returned and discuss with class teacher and CSLs
- Compose welcome email signposting to information on the website including Service Families page and Year Group page
- Monitor enrichment club uptake

Upon being informed that a service family is leaving the federation:

- Ensure relevant checklists are issued to Admin Team, CSLs and class teacher
- Request completion of Forces Passport from class teacher
- Liaise with Admin Team to send completed Forces Passport to child's new school
- Liaise with CSLs and class teacher to plan provision
- Discuss keepsake with class teacher

Once service child is enrolled in new school:

- Liaise with DSL to ensure CPOMs information is shared
- Contact new school to check transition and ask if further information is required