



## **Grateley Primary School**

*A school where every child becomes a lifelong learner and realises their potential*

# **Service premium strategy statement**

2023 - 2024

Service premium funding is allocated to 'enable schools to provide the extra support needed to mitigate the effects of frequent changes of school and the effects of separation from a serving parent deployed on operations.'

### **School overview**

<b>Detail</b>	<b>Data</b>
School name	Grateley Primary School
Number of pupils in school	92
Proportion (%) of service premium eligible pupils	33% service
Date this statement was published	November 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Amelia Norman
Service premium lead	Amelia Norman
Governor / Trustee lead	Amelia Bridges

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Service premium funding allocation this academic year	£11,374



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Measure		Details
How did you spend your service pupil premium allocation last academic year?		<p>We continued to support the Emotional Literacy support Assistant dedicated to the emotional wellbeing and academic achievement of service children, through professional development and external group work.</p> <p>We addressed any gaps in children's learning caused by moving between schools and addressed these with targeted support.</p> <p>All new children to the school were assessed within the first two weeks. Outcomes were used to develop a learning journey and to allocate pre-teach and intervention support where required.</p>
What was the impact of that spending on service pupil premium eligible pupils?		<p>Assessments demonstrated progress in subject areas where interventions were provided.</p> <p>80%+ of service children made at least expected progress in reading, writing and maths.</p>
<b>Barriers to future attainment</b>		
A	Ensure that communication with parents remains strong.	
B	Children have often attended a number of schools before attending Grateley; these multiple moves can create barriers to learning.	
C	Due to potential, multiple moves, and different curriculums, gaps in learning may be wider when first arriving at school.	
<b>External Barriers</b>		
D	Children need emotional support when their parents are away.	
E	Children often transition to Grateley mid-year.	
<b>Future Outcomes</b>		
	Desired Outcomes and how they will be measured	Success Criteria
A	To use the Thriving lives Toolkit to audit current support both academically and socially for our service children and to create an action plan.	Audit highlights what we are doing well and what we could improve upon. Action plan written with SMART Targets. Action plan and SMART targets reviewed termly.
B	Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.	By the end of the academic year, at least 80% of service children are at or above age related expectations in reading, writing and maths.
C	Emotional support is available for all children, including Service children from trained ELSA support assistant. Armed Forces Club started.	ELSA support is given to those children with anxiety issues and low self-esteem; reducing their barriers to learning. Service children are



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	<p>New staff member to attend ELSA training and ongoing ELSA support provision from Hampshire Education Psychology department.</p> <p>Where required we will use the Education Psychology service for support and advice for children needing more intensive emotional and learning support.</p>	<p>given an opportunity to discuss their experiences and feelings.</p> <p>Head teacher continue to build upon home/school links, so that parents keep the school informed.</p> <p>Head teacher will continue to develop strong links with schools within the service cluster.</p> <p>Books on armed forces purchased for the library and children supported with these during armed forces club.</p>
D	<p>Baseline assessments ensure that appropriate support and extension activities are put in place swiftly.</p> <p>Appropriate information is received from previous schools.</p> <p>There is a systematic approach to sending on information to receiving schools.</p>	<p>Baseline assessments are completed within 2 weeks of a child joining the school.</p> <p>Results are shared within pupil progress meetings and any subsequent actions are planned for and regularly reviewed by CT, HT and SENDco.</p> <p>Office staff to follow up any missing information from prior schools within 1 week of the child starting.</p>
E	<p>Quality teaching for all and targeted support is provided for all children at Grateley School, including Service Children.</p>	<p>All staff are aware of the Service Children within the school.</p> <p>In year, data for individual children and the Service Children Group is tracked closely by the leadership team; to ensure that the children are achieving outcomes and progress in line with their peers. Books monitored closely to ensure that the children are achieving outcomes and progress in line with their peers.</p>

### Planned Expenditure

Academic Year 2023 - 2024

Desired Outcome	Chosen Action / Approach	What is the rationale for this choice?	How will we ensure it is implemented well?
<p><b>ELSA - provision of ELSA Train ELSA support assistant</b></p>	<p>ELSA, training supervision/advice by Hampshire Educational Psychology Team.</p>	<p>Children who transition between schools mid-year may require support with social skills/attachment difficulties.</p>	<p>HT to liaise closely with and to meet regularly with ELSA to review outcomes.</p>
<p><b>Quality teaching for all and targeted support is provided for all children.</b></p>	<p>In year, data for individual children and the Service Children Group tracked closely by the SLT.</p>	<p>Close and frequent monitoring of individual children's progress and outcomes resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.</p>	<p>Baseline assessments completed within 2 weeks of a child joining the school.</p> <p>Books monitored closely to ensure that the children are achieving outcomes and progress in line with their peers.</p> <p>Pupil progress meetings are forensic and ensure every</p>



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			child's learning needs identified and targets set accordingly.	
<b>Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.</b>	In year, data for individual children and the Service Children Group is tracked closely by the leadership team. Interventions for individual children and the Service Children Group are tracked closely by the leadership team.	Close and frequent monitoring of individual children's progress and outcomes resulting in effective task design and target setting has a striking impact on a child's progress and outcomes.	HT to liaise closely with and to meet regularly with SENDCo (Maeve Stanley) to analyse impact of interventions on children's learning and re design accordingly. HT to meet on a four week cycle with class teachers via pupil progress meetings to analyse impact of interventions on children's learning and re design accordingly.	
Review of Expenditure in previous year				
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learnt</b>	<b>Cost</b>
<b>ELSA - provision of ELSA</b>	ELSA provision has proved highly successful for those PP children who have attachment needs. THRIVE sessions with TA and Head teacher have proven successful- will be required to continue	ELSA working well. Identified children are benefitting from both ELSA and THRIVE support.	ELSA support for those children who have family members deployed has been extremely successful. Continue to use Little Trooper separation packs as well as blue letters and enabling correspondence between the child and family member.	£2,000 TA and Head teacher using THRIVE support 5 afternoons per week Cost of ELSA TA: £1,000
<b>Quality teaching for all and targeted support is provided for all children.</b>	Funded TA in the afternoons: working across the primary phases to support all children including those service children identified as needing further support.	All children have made good progress in reading, writing and maths. Those children with specific needs can demonstrate progress in age progression. (data analysis)	80% of service children attained ARE or above in RWM at the end of KS2.	£ 5, 590.00



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<p><b>To develop an effective means of communication with military families and the military community.</b></p>	<p>HT to liaise with AWO and HIVE to support families.</p>	<p>Greater understanding of military families for staff. Access to resources and personnel to develop a support network for children within service families who require support.</p>	<p>Those children who required support through ELSA and in class nurturing when required throughout the year. PIPS completed when children transition out of school.</p>	<p>£0</p>
<p><b>Teaching Assistants carry out targeted interventions under the supervision of the SENDCo and SLT so that Service/PP children who are not meeting age related expectations catch up and that GAT children are challenged.</b></p>	<p>TA to support all learning in class with well-planned intervention activities</p>	<p>Service children make expected progress from their starting points.</p>	<p>New children have transitioned into school well. Testing has taken place within the first two weeks.</p>	<p>£3,000</p>
<p><b>Total cost of expenditure</b></p>				
<p><b>Total Budget 2023 - 2023</b></p>	<p>£11,840</p>	<p><b>Total Expenditure 2022-2023</b></p>	<p>£11590</p>	