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**Service Children's Progression**



*Welcome to the Thriving Lives toolkit webinar series series*

*Session 3: Case Study Showcase*

- All delegates are muted
- Please introduce yourself in the chat
- If you have a toolkit account, please log in

March 25

<https://www.scipalliance.org/thriving-lives-toolkit>

# TODAY'S SESSION

Clare Scherer MBE - Naval Children's Charity,  
Chief Executive Officer

Matt Blyton - Project Lead

Kerry Newham – Armed Forces Covenant  
Fund Trust, Grants Manager



# Naval Children's Charity

Naval Children's Charity CEO, Clare Scherer MBE



## Case Study Project

Aim: To help schools take a more rigorous approach to the Thriving Lives Toolkit self-assessment by creating a searchable bank of case studies and guidance where school staff can assess their progress by learning from others well-evidenced examples.

The bank of case studies will:

- Highlight good practice
- Provide ideas of how to enhance support

# Examples of Resources



## THRIVING LIVES TOOLKIT EXEMPLIFICATION

	WHAT IT MIGHT LOOK LIKE		
	EMERGING	DEVELOPING	EMBEDDING
<p><b>1.1</b></p> <p>To what extent are all those involved in leadership, governance and Armed Forces support aware of funding and other resources available to support Armed Forces children?</p>	<ul style="list-style-type: none"> <li>The leadership team has some awareness of funding and other resources available to support Armed Forces children.</li> </ul>	<ul style="list-style-type: none"> <li>Senior leaders are aware of funding and other resources available (eg, advice and training) and know where to source this from.</li> <li>Leaders have a clear strategy for the targeted deployment of any dedicated funding.</li> <li>(England) Service Pupil Premium spending is detailed in a Pupil Premium Strategy / (Scotland &amp; Wales) Additional financial resources are recorded in budgeting statements and accountable to the funding stream's audit.</li> </ul>	<ul style="list-style-type: none"> <li>All leaders are fully aware of funding sources and other resources available to support Armed Forces children and they know how and where to access them.</li> <li>There is a named staff contact.</li> <li>(England &amp; Wales) There is a Link Governor for Armed Forces Pupils / (Scotland) Parent Council and / or designated Local Authority Lead is in place to review Service Pupil Premium spending.</li> </ul>
<p><b>1.2</b></p> <p>To what extent do you monitor how dedicated funding is spent?</p>	<ul style="list-style-type: none"> <li>Dedicated funding and resources to support Armed Forces children are starting to be used within the school.</li> <li>The leadership team is aware of the need to monitor how dedicated funding is spent but this is not currently happening.</li> </ul>	<ul style="list-style-type: none"> <li>There are some strategies in place to monitor spending of dedicated funds but only partially and not on a systematic basis (eg, the governing body, or a link governor, has an oversight).</li> </ul>	<ul style="list-style-type: none"> <li>There is a rigorous procedure in place for monitoring how dedicated funding is spent and reports are regularly presented to staff and families, shared on the school website and / or through other channels as appropriate.</li> <li>Ongoing discussions takes place with the school's Finance Officer over spending on Service children.</li> <li>(England) A SPP strategy statement is in place which includes an evaluation of effectiveness of financial resources available / (Scotland &amp; Wales) A record of effectiveness of financial spend on Service children is completed by those involved with Governance of the school, as required by the funding stream, with reference to impact on outcomes.</li> </ul>



## THRIVING LIVES TOOLKIT EXEMPLIFICATION

	WHAT IT MIGHT LOOK LIKE		
	EMERGING	DEVELOPING	EMBEDDING
<p><b>1.3</b></p> <p>To what extent is support informed by evidence and monitored for effectiveness?</p>	<ul style="list-style-type: none"> <li>Some evidence is collected to inform support and / or there is some awareness of the need to monitor the effectiveness of support.</li> </ul>	<ul style="list-style-type: none"> <li>Only the leadership team and / or identified support staff monitor the effectiveness of support. Some reports are produced to influence further developments for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>There are rigorous and focused procedures in place used regularly, to monitor the effectiveness of bespoke Armed Forces children support and any discrete projects. The outcomes are shared with staff to influence further developments. Impact is considered through, for example:                             <ul style="list-style-type: none"> <li>Attendance data</li> <li>Exclusion data</li> <li>Academic performance data</li> <li>Take-up of before and after care, school clubs etc.</li> <li>Pupil / Parent feedback.</li> </ul> </li> </ul>
<p><b>1.4</b></p> <p>To what extent do Armed Forces family voices and Armed Forces representation inform those responsible for leadership, governance and Armed Forces support?</p> <p>(Please also see Principle 5.)</p>	<ul style="list-style-type: none"> <li>Armed Forces families' community representatives are invited to share their views on support for their children, but this may not happen regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Regular opportunities are created, at least annually, to collect the views of parents, pupils and Armed Forces community representatives on support for Armed Forces children and views are acted on.</li> </ul>	<ul style="list-style-type: none"> <li>There are various and regular opportunities for the voices and views of Armed Forces children and parents to be heard and collated - e.g, committees, questionnaires, surveys, open-door meetings.</li> <li>There is Armed Forces child representation on the School Council and strategy and leadership is informed by these Armed Forces children's voices.</li> <li>For schools with significant Armed Forces children's populations, there is representation from the local Armed Forces local community of Governors / Parent Councils</li> </ul>

# Examples of Resources



## PRINCIPLE 1: OUR APPROACH IS CLEAR - EMBEDDING 1



CASE STUDY: EDITH MOORHOUSE PRIMARY SCHOOL

### SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
<p>Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent.</p> <p>School leaders will be <b>beginning</b> to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.</p>	<p>Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation.</p> <p>School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either <b>not fully embedded or consistently applied</b> by all staff, or both.</p>	<p>Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact.</p> <p>School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be <b>both embedded and consistently applied by all staff</b>.</p>



# Case Study Format

- Principle
- Self Assessment
- Educational Phase
- Context
- Website Link
- Summary
- Guidance
- Examples from practice

Thriving Lives Toolkit

Service Children's Progression ALLIANCE

PRINCIPLE 4: TRANSITION IS EFFECTIVE 4

EMERGING DEVELOPING EMBEDDING

## CASE STUDY

### MILLBURN ACADEMY (4-12)



**SCHOOL CONTEXT**

Millburn Academy is a Local Authority Secondary school situated in the centre of Inverness. The current school roll is 1250 of which 98 (8%) of the pupils are from Armed Forces families. Most Armed Forces parents work at the nearby Fort George barracks where 3 Scots are currently stationed. All staff take the responsibility to support young people from Armed Forces families but in addition, a Deputy Headteacher, Principal Teacher of Guidance, and a Nurture and Inclusion Lead also have key responsibilities for structuring and improving the support for Armed Forces children.

[www.millburnacademy.co.uk](http://www.millburnacademy.co.uk)

**MORE INFO:**

<https://www.millburnacademy.co.uk/bupil-support/armed-forces>

<https://www.stpalliance.org/thriving-lives-toolkit>



This case study describes how the school has used the self-evaluation framework for Principle 4 to help them reflect on their procedures for transitions, how effective they are and how they could be improved.

THE 7 PRINCIPLES OF EFFECTIVE SUPPORT 1 2 3 4 5 6 7 1 / 3

EFFECTIVE - DEVELOPING 4

MILLBURN ACADEMY

**Embedding practice**

Schools with embedding practice will fully address the principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact.

School leaders will have fully addressed the principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practices at this level will be both embedded and consistently applied by all staff.

**EMERGING DEVELOPING EMBEDDING**

**Armed Forces families**

THE 7 PRINCIPLES OF EFFECTIVE SUPPORT 1 2 3 4 5 6 7 2 / 3

# CASE STUDY

## ST MICHAEL'S CE INFANT SCHOOL (4-7)



### SCHOOL CONTEXT

St Michael's CE Infant School is a Local Authority maintained school in Aldershot, Hampshire, a 10-minute drive from the main Army Garrison. There are 268 pupils on roll, of which 13 (5%) have parents serving in the Army. All of these are stationed at the Aldershot Garrison. Mobility is low with most Service children spending three years at the school. The school has a high proportion of English as an Additional Language (EAL; 37%) although none from a Service background; one Service child has Special Educational Needs (SEND) and three are disadvantaged and eligible for Pupil Premium (PP) funding. The Headteacher (HT) has strategic responsibility for Service children with the Forces Liaison Officer (FLO), who is a Learning Support Assistant (LSA) and military wife, assuming day-to-day operational responsibility.

<https://www.st-michaels-inf.hants.sch.uk>

### SELF-ASSESSMENT GUIDE

Emerging practice	Developing practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent. School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools address a good or yet to be monitored level of support. School leaders are beginning to reflect on how they can monitor this level of support and ensure staff are equipped to deliver it.

### EXAMPLES FROM PRACTICE

- 2.1 To what extent do you create opportunities for Service children to share their experiences together?**
- Service families are asked to self-identify on admission through e-mails and newsletter articles.
  - There are opportunities for Service children to meet other Service children through the Little Troopers club. The club provides opportunities for Service children to play board games, tell their stories and contribute ideas to the club which help to shape the school's curriculum.
  - The FLO provides one-to-one sessions for Service children to discuss their experiences.
  - The school holds a Forces Day in the summer. In addition, there is an Armed Forces Prom in the Park, both held in Aldershot.
  - Currently, the school does not engage with other schools to share experiences. The HT is keen to pursue this, given the school's location.
- 2.2 To what extent is your pastoral support for Service children effective?**
- Training is regularly provided for all staff on the needs of Service children.
  - There is a focus in the School Improvement Plan on pastoral care and this is considered in the school's package of pastoral support.
  - Service children have a chance to talk to the FLO about any aspect of their lived experiences.
  - Service children keep a Little Trooper Separation Journal on their return.
  - The views of Service children are gathered at the end of the year to inform improvements in the school's pastoral support.

- 2.3 To what extent do you have mechanisms to provide tailored support when Armed Forces children need it while ensuring that they are not singled out unnecessarily?** **EMERGING DEVELOPING EMBEDDING**
- Class teachers are the main secondary attachment figures for children and they are trained to check-in continually with them to ensure their emotional well-being is not being compromised.
  - All Service children know who the FLO is and that they can go to her if needed, book into a one-to-one session at lunchtime or after school and/or attend the twice-weekly Little Troopers club.
  - Class teachers know how to refer children for Emotional Literacy Support (ELS) when there is a need, and after discussion with parents/carers.
  - The FLO is a military wife and has three children herself, one of whom attended the school. She has received appropriate awareness training.
  - Older children in the school are provided with opportunities to undertake various responsibilities, for example, as buddies for new children and in relation to health and safety. School leaders are exploring adding to these by creating Service Children Ambassadors to support other children, celebrate Service life and help implement change.
- 2.4 To what extent does pastoral support take account of points of stress including deployment / weekending, school moves and caring responsibilities?** **EMERGING DEVELOPING EMBEDDING**
- The FLO keeps abreast of Army postings, deployments, training events and weekending arrangements – through her strong relationships with parents – and ensures all staff are informed.
  - All staff, including class teachers, LSAs and the ELSA, are aware of potential stress points and support is put in place when needed, and after discussion with the family.
  - Opportunities are provided at the Little Troopers club to support Service children to understand where their deployed parents are stationed.
  - The school has recently reviewed its curriculum and introduced new work for Year 2 children, including a unit on the local War Memorial in Manor Park and a study of Florence Nightingale.
- 2.5 To what extent do you nurture Armed Forces children's identities, and help them feel understood?** **EMERGING DEVELOPING EMBEDDING**
- There are regular opportunities for Service children to celebrate their identities, for example, during collective worship, through the curriculum and during the Little Troopers club.
  - Every year, children in Year 2 visit the War Memorial in Manor Park as part of a history topic. They learn about Remembrance, why the War Memorial is there and what it represents.
  - There are opportunities for Service children to share their experiences during class times, in collective worship and during the Little Troopers club.
  - A display in the hall celebrates the deployment of serving Army personnel.
  - The school is proud of its military connections. Using the Thriving Lives Toolkit, the Headteacher is keen to increase the profile of its Service children on the school's website.

### SCHOOL LEADER ADVICE

A school with a small number of Service children must ensure they use their Service Pupil Premium funding effectively to provide appropriate welfare support in times of need. Our FLO does just that. She is knowledgeable, understands the demands of military life, enjoys great relationships with parents and is there for the children when they need her.







# CASE STUDY

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School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	School leaders are asking questions on a regular basis to monitor this level of embedding staff, or both.

## EXAMPLES FROM PRACTICE

- 2.1 To what extent do you create opportunities for parents to share their experiences together?**
- Service families are asked to self-identify on admission through e-mails and newsletter articles.
  - There are opportunities for Service children to meet their peers in the Little Troopers. The club provides opportunities for Service children to play board games, tender the garden, contribute ideas to the club which help to shape future plans.
  - The FLO provides one-to-one sessions for Service children to discuss their experiences.
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- Training is regularly provided for all staff on the needs of Service children.
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# Toolkit Navigation

helping schools support Armed Forces children

## Thriving Lives toolkit

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Thriving Lives Toolkit

New to the toolkit?

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Service Children's Progression

**ALLIANCE**

THE ARMED FORCES COVENANT FUND TRUST

### Emerging practice

Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent

### Developing practice

Schools with developing practice will be addressing this principle to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation

### Embedding practice

Schools with embedding practice will fully address this principle with well-established work that is routinely monitored and evaluated and showing evidence of impact

### Useful Resources

[Principle Intro](#) [Case Studies](#) [Evidence Examples](#) [View All](#)

### Reflect with key stakeholders

**1.1: To what extent are all those involved in leadership, governance and Service child support aware of funding and other resources available to support Service children?**

Evidence	Self assessment	Objectives	Completed	Deadline
Identify data and practice showing where		Identify actions to		

# Toolkit Navigation

helping schools support Armed Forces children

## Thriving Lives toolkit

- New submission
- Save history
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ALLIANCE

## Resources

**CASE STUDY**  
**Wallop Primary School**  
This case study describes how leaders at Wallop Primary School have strengthened the provision for service children at the school by raising their profile and ensuring that all staff and governors are informed. Of particular note is the whole-school, collegiate approach to ensuring that all staff in a school are well-informed.

**CASE STUDY**  
**Plymstock School**  
This case study describes how leaders at Plymstock School provide timely communication for staff and staff to enable it to deliver on the Armed Forces Covenant and ensure primarily that all staff are well-informed. Of particular note is the embedded whole-school approach to ensuring that all staff in a school are well-informed.

### Filters

**Category**

- Case Study
- Principle Intro
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**Principle**

- 1. Our approach is clear
- 2. Wellbeing is supported
- 3. Achievement is maximised
- 4. Transition is effective
- 5. Children are heard
- 6. Parents are engaged
- 7. Staff are well-informed

Reset Changes Save



# THE SERVICE PUPILS' SUPPORT PROGRAMME 2025/26

PART OF THE ARMED FORCES FAMILIES FUND



THE ARMED FORCES  
COVENANT FUND TRUST  
Funded by HM Government



Ministry  
of Defence



## Why are we running this programme?

Following the launch of the UK Armed Forces Families Strategy in January 2022, the MOD created a dedicated fund, 'The Armed Forces Families Fund' (AF3). This programme sits within the AF3. The MOD has partnered with the Armed Forces Covenant Fund Trust to administer the AF3.

### Aim of programme

To support **service pupils** along their **educational pathway**, and to reach their **full potential**.



#### Who can apply?

- Maintained schools Academy schools
- Free schools Sixth form colleges
- Further education colleges Multi-academy trusts
- Local authorities.



#### Who should your project benefit?

Children aged 4-18 of currently serving armed forces personnel. Service refers to regular forces and FTRS.



#### What's available?

Grants between £5,000 and £150,000 towards a project lasting up to 2 years

**Projects should look to address one or more of these four outcomes:**

Closing the academic gap in attainment between service and non-service pupils.

Address the needs for service pupils with SEN/D, ASN,ALN

Address the impact of the mobility/deployment and separation on service pupils education

Low numbers of service pupils



## Project timeline



Email: [info@covenantfund.org.uk](mailto:info@covenantfund.org.uk)

Thank you

Thank you for attending our online webinar. We appreciate your participation and hope you found it valuable.

To help us improve future sessions, please take a moment to complete the [evaluation form](#).

Your feedback is greatly appreciated.

