Derwent Primary School
"Share the love of learning"

Southill Lower School

Service Pupil Premium (SPP)

This statement details our school's intended use of Service pupil premium funding to support families with specific challenges they face as part of their commitment to delivering the armed forces covenant. This fund is designed to assist the school in providing additional support that these children may need.

It outlines our Service Pupil Premium strategy, how we intend to spend the funding in this academic

year. Guidance on funding.

Children must be flagged as service children ahead of the autumn census by parents in order for the school to qualify for funding under the Service pupil premium.

The purpose of the Service pupil premium

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.Mobility is when a Service family is posted from one location to another, including overseas and within the UK. Deployment is when 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 which could last for a few weeks.

School overview

Detail Data
School name Derwent Primary School
Number of pupils in school 358 (September 24)
Proportion (%) of Service pupil premium eligible pupils - current 10.3% (37 pupils)
Academic year 2024-2025
Date this statement was published December 2024
Date on which it will be reviewed September 2025
Statement authorised by S Barlow Executive Head
Chair of Governors Mr Andrew Jackson

Funding overview

Detail	Amount
Total Service pupil premium funding allocation this academic year £340 per pupil	£12,580

Part A: Service pupil premium strategy plan

Statement of intent

Intention
Our Values **We respect ourselves; we respect others; we respect the environment.** We believe that all children have the right to a high quality knowledge rich education. Some families have extra challenges and our service families have significant extra demands on their home lives. The intent is to ensure that extra support is offered to those families to mitigate the negative impact on education for service children due to family mobility or parental deployment.

Challenges

This details the key challenges to achievement that **may** be present for service family pupils.

Challenge number	Detail of challenge
1	Low attainment ● Low aspirations ● Lack of homework support ● Lack of parent/carer ability to engage with educational progress due to single or lone parent Service related pressures
2	Family Circumstances ● Lack of resilience ● Low self-esteem ● Significant absence of parent in home life ● Lack of security ● Lack of ability due to parenting pressure to attend enrichment outside school

3	Low attendance ● limited social interaction with peers ● low academic resilience ● school refusal and other entrenched behaviours ● limited school relationship with parents

4	Social emotional or behavioural difficulties ● difficulty adjusting to boundaries or adult direction ● lack of ability to sleep or rest ● disturbed or disrupted eating ● over-reliance on technology ● lack of ability or stamina to focus throughout the school day ● Occasional or persistent upset on leaving adults at the start of the school day
5	Special Educational Needs which may also be present in some SPP pupils providing those families with extra challenges. • Dyslexia • Dyscalculia • Developmental or cognitive delay • Dyspraxia • ADHD • ASD including Asperger's Syndrome

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	**Success criteria**
Service Pupil Premium pupils demonstrate behaviour which positively affects their ability to focus and learn	SPP pupils continue to be identified in class teams and actively supported in attending school and within learning in lessons SPP pupils are proportionately represented in class behaviour logs with any SEN/PP crossover pupils appropriately and adequately supported through Individual Education Plans with additional risk assessments for behaviour if needed. In Y6 opportunities to demonstrate good citizenship and role model behaviours for the school are promoted and rewarded, supporting transition to secondary school. Y6 pupils are motivated, by means of increased responsibility and whole school promotion support activities in other year groups, and secondary transition activities thus showing increased resilience, attendance and

	stamina for school life.

Pastoral support	Offered in school by adults with whom the pupil may have a trusting relationship. This may be offered during lessons, in break times and be bespoke to the pupil and family situation. This could take the form of:- ● Art ● Board games ● Creation of a 'memory book' for an absent parent ● Opportunities to share similar experiences with peers ● Access to a trusted adult during the week for support and problem sharing
Access to quality first teaching and a well sequenced and broad curriculum is offered across the full primary range for SPP and SPP with additional needs as notified by families or other professionals SPP pupils make excellent progress from their starting points.	All pupils attend all lessons as standard with interventions targeted outside the main lessons where underperformance due to high mobility and curriculum changes may impact attainment. Strategies to ensure lesson content is understood and learned are in place through the full suite of assessments.

	Interventions where they happen show that the SPP group are working at the right start points and making excellent progress Specific phonics interventions for target pupils and reading intervention through individual opportunities daily are timetabled. Pupils do not miss their main lessons and no children are removed from class teaching as standard.
Access to enrichment SPP families are at risk due to parents' absence in being able to access enrichment.	Support for one of the below (with reference to the overall budget for SPP in the school) will be offered ● Before or After School club place support known as WAC (Wrap around care). ● Choir ● Futsal ● Peripatetic instrument lessons Drama Club

Attendance for SPP is good Individual families with complex support strategies in place have good and if appropriate, improving attendance and engagement with the school.	Careful monitoring and tracking shows SPP attendance is not proportionately lower than other pupil groups. Actions to remedy poor or dropping attendance are swift and timely – with specific families phoned and offered support from SLT or Miss Bell SENCO Families who book holidays are tracked closely and letters to advise against booking time off during the school year are sent but support is given to military families who have suffered recent long term deployments. The requirement for family time on reunion with a parent is balanced against the attendance overall of the pupil up to the holiday request. Class teachers support pupils with work set in line

	with that being studied in class to minimise falling behind in knowledge of the curriculum.
Parental engagement is high for SPP pupils and teachers encourage links and interest in pupils' welfare and educational progress Some of the extra opportunities as listed may be offered in response to individual family needs. Parent Surveys indicate satisfaction with Derwent School's education and pastoral offer. Attendance for SPP is high (above 96%)	SPP families respond to targeted support and inclusion offers such as: Support towards funded enrichment club places. Guided support towards RAF supported funding for Wrap around Care places with a focus on SEND/SPP ensuring spaces are available given the family working strain, and families with more than one child in the school. Support towards funded enrichment small group music lessons via Inspiring Music peripatetic services. Organised and supported therapy (such as play, art or equine as advised or needed) Additional Teacher/Parent face to face meetings where needed or requested.

Activity in this academic year

This details how we intend to spend our Service pupil premium **this academic year** to address the challenges listed above.

Teaching and pastoral support

Staff development in ASD, pupil mobility attainment issues, curriculum integrity, parent communication and pastoral support and communication via dojo and phone calls as well as face to face meetings.

Activity	Evidence that supports this approach	Challenge number addressed
Continued SEN and Service experiences training for all staff	Strategies to support SEN/SPP pupils with behavioural needs which fall outside the school's behaviour policy	5
Phonics for all KS1 and EYFS teaching staff	Phonics screening to ensure all pupils are decoding at ARE EEF Evidence document Literacy KS1 and KS2	1,5

Curriculum support materials art, science, history geography PSHE	High quality resources, relevant to pupils needs which are challenging and well sequenced to enable high attainment across all subject areas.	EEF Improving outcomes in Writing 1,5
Whole school writing Professional Development	PD 2023 SLT led	1,2,3,4,5

SENCO/Inclusion support Access to pastoral lunchtime support	Organised PD SEN/SPP tracking SEN Co-ordinator support Evidence Review	1,2,3,4,5

Targeted academic support (for example, one-to-one support structured interventions)

Interventions for phonics and mathematics and reading.

Activity	Evidence that supports this approach	Challenge number addressed
Group interventions	SLT and teacher class mathematics, reading,*EEF guidance* - Deploy high-quality, structured interventions to support pupils to make progress	1,3,4,5

Enrichment Inspiring Music Service whole class instrument tuition Sep 23 WAC access Access to school external enrichment trips linked to curriculum learning	School funded music enrichment – developing cultural capital and wider curricular development. EEF link evidence Before and after school Wrap around Care with a clear structure, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision with places made priority and supported by RAF funding. https://educationendowmentfoundation.org.uk/education evidence/evidence-reviews/arts-education https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf Attendance at an agreed subsidy rate of no more than 20% of cost of a session per child. Only one subsidy daily (not before and after school care) Agreed on an individual family need basis. Support for attendance in school arranged curriculum trips with minimal parental support. Amount of support arranged on a family need basis. Total school funded support not to exceed £10.	2,3,4,5
Group intervention maths support	Children are taught by high quality practitioners. All children except those with exceptional needs are taught in the class with any extra support offered after/around the mathematics lesson	1,5
SEN/SPP interventions	Evidence Review Individual pastoral support including 1:1 talk time on a needs basis from a trusted adult in school chosen by the pupil.	5

	Opportunities to work on scrapbooks of school life for an absent parent for the period of time on deployment if this is over 3 months.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed

1:1 Behaviour support Targeted pupil support Engagement with families Involvement of Central Bedfordshire services	https://educationendowmentfoundation.org.uk/news/ new eef-report-6-recommendations-for-improving-behaviour in-schools Whole school behaviour and SLT support Individual support for pupils who fall outside the usual Behaviour Policy expectations due to adverse or ongoing Service related circumstances. 1:1 pastoral support for SPP pupils showing particular needs.	1,4,5
SEN Co-ordinator and external bought in services to support attendance Parenting support	Parental Engagement review Overcoming barriers to parental involvement in education Specific SEN Co-ordinator time for parent support and pupil observations and paperwork in liaison with local authority services eg external advisers for SEMH etc.	2,3,4
SLT lunchtime management Teacher/TA lunchtime play support	EEF Report Behaviour in school Off playground support for target pupils via lunch clubs such as library monitors, ambassadors and Purple Club attendance.	4,5

Total budgeted cost: 12,580