



The Thomas Adams School

Policy Statement Service Children Grant

Updated August 2022

Reviewed by Governors

Thomas Adams School Policy for Effective Service Child Premium Spending

Background

Service Children (Ever 6) are liable to receive £320 in the current financial year.

Key Definitions

Ever 6 Service Child

The Pupil Premium Grant will include those pupils recorded on the January Census who were eligible for the Service Child Premium in the past 6 years. **Each child will be counted once.**

Principles

- The Headteacher and Deputy Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (eg English and maths provision, welfare and inclusion support)
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have previously received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered, or have been registered, for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- Funded interventions will include pastoral support where appropriate eg attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (eg Data Sweeps, Termly Progress Reports)
- We will inform parents, carers and students about their eligibility for Pupil premium, and where possible we will account to them for its use and impact
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes
- We will liaise with the LA Virtual Headteacher in deciding how to spend Pupil Premium Plus funding

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium students, or an individual student:

| Group | Examples |
|---|---|
| 1 Family Engagement | <ul style="list-style-type: none">• Family Liaison Officer (FLO) / Pastoral Manager / Careers Advisor |
| 2 Attendance | <ul style="list-style-type: none">• Attendance Officers• Educational Welfare Officer• Reward certificates |
| 3 Engagement in Learning and widening experiences | <ul style="list-style-type: none">• Educational visits, including a residential trip (or pro rata contribution to the overall cost)• Motivational speakers• Lifestyle initiatives• Lunchtime initiatives and equipment• Staffing of after-school clubs• Transition support• Work skills courses• IAG Opportunities |
| 4 Accelerated Progress | <ul style="list-style-type: none">• Providing small group work with an experienced teacher focused on overcoming gaps in learning• 1-1 tuition• Additional staffing in specific targeted year groups• Additional group teaching and learning opportunities provided by trained TAs or external agencies• Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use• Staff CPD for outstanding teaching and high-impact interventions (eg feedback, questioning, conferencing, metacognitive activities) |
| 5 Pupils as enablers | <ul style="list-style-type: none">• Monitor and mentor opportunities for students (eg Year 11 Student Leaders) |

Identification

To ensure the school is aware of all Service Children currently on roll the following procedures are in place:-

- Contact with RAF Shawbury / Tern Hill Family Liaison Officers
- Student awareness through assemblies
- Department for Education database (Key to Success)
- School Newsletter
- School Website

Transitions

To aid the process of transition between schools the following procedures are now in place:-

- SISRA up to date assessment
- Service Child Transition Form (outlining both academic achievement and extra-curricular honours)
- Intervention Team (Emotional and Social Support)
- Service Child Link Teacher
- Member of the Service Children in State School (SCISS) Network

Service Children Grant Academic Support and Intervention

1. Support students during posting (parent/carer) or transfer through emotional support or academic performance.
 - **Evidence – Pastoral Support, Intervention Team, External Agencies, Counsellor (supported through MOD Funding).**
2. Removal of barriers to learning in English, Maths and Ebacc.
 - **Evidence - Form Intervention KS3, Literacy Support Packs, 1:1 Tuition, Numeracy Support, Core Skills, E-Learning, Targeted Revision Sessions, Maths / English Tuition Service**
3. Out of School Hours Support to aid academic performance
 - **Evidence – Extra-Curricular Programme, Academic Support, Home Learning Hub, Revision Programme**

Reporting

It will be the responsibility of the Headteacher and Deputy Headteacher to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for socially disadvantaged students (Pupil Premium against non-Pupil Premium students);
- an outline of any changes to provision that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body and Senior Leadership Team will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged students, and what the impact has been. Publication will include posting the statement on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure

Review

This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)