

Service Premium statement: Gomer Junior School 2019/2020

1. Summary information							
School	Gomer Junior School						
Academic Year	2019/20	Total Service Premium budget	£5400			Date of most recent Service Premium Review	September 2019
Total number of pupils on roll	242	Number of pupils eligible for service premium	Autumn 2019 Yr 3:3 Yr 4:3 Yr 5:4 Yr 6: 8 Total: 20	Spring 2020	No. of SP Y3: 1 child = 33% Y4: 1 child = 33% Y5: 1 child = 25% Y6: 1 child = 13%	No. of non-SP Y3: 1 child =1.8 % Y4: 1 child =1.8 % Y5: 1 child =1.8% Y6: 1 child =1.9 %	Date for next internal review of this strategy Late Nov. '19 January 2020

2. Current attainment/progress – Overall for pupils in Years 3,4,5,6		
	<i>Pupils eligible for Service Premium</i>	<i>Pupils not eligible for Service Premium</i>
% achieving A.R.E in reading, writing and maths September 2018	Yr 3:67% Yr 4:67 % Yr 5:75% Yr 6: 88%	Yr 3: 60 % Yr 4: 58 % Yr 5: 51 % Yr 6: 50 %
% making expected progress in reading across KS2	Yr 3: Yr 4: 67% Yr 5: 50% Yr 6: 75%	Yr 3: Yr 4: 81% Yr 5: 49% Yr 6: 54%
% making expected progress in writing across KS2	Yr 3: % Yr 4: 67% Yr 5: 75% Yr 6: 75%	Yr 3: % Yr 4: 82% Yr 5:65% Yr 6:79%
% making expected progress in maths across KS2	Yr 3:% Yr 4:100% Yr 5:75% Yr 6:100%	Yr 3:% Yr 4: 100% Yr 5: 79% Yr 6:79%

We use our Service Premium for the following:

- 1 Monitoring of Service Children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- 2 Intervention strategies and support are put into place to support their learning e.g. LAPS and ELSA
- 3 Learning Mentors to support:
 - Transition and integration of pupils
 - Reduction in anxiety in some situations and improvement in relationships at home
 - Understanding of loss and grief
 - Ability to maintain self-esteem through family transition
 - Improved concentration and participation in class
 - Expression of feelings through different mediums
 - Improved self-esteem and building resilience
- 4 Extracurricular activities to enable service children to take part in certain activities that help them form a bond with service children within our own school and local community. In addition to attending activities that might not be possible with a parent away from home e.g. historic dockyard, Rock Up, Science Centre
- 5 Activities that involve parents coming into school and working alongside e.g. bauble workshop, lunches, mocktail making classes, attendance at Remembrance events
- 6 A Service Club for children to access on a Friday lunchtime
- 7 Additional access to school resources e.g. out Gomer multi-gym

Desired outcomes

	Desired outcomes and how they will be measured	Evidence of efficacy/Impact
1	Learning Reviews will compare Service pupils data with rest of the cohort.	Service pupil attainment needs to be 100% A.R.E in WRM and 100% expected progress or above
2	Service pupils who require catch up in progress/attainment or both will receive in class and out of class intervention and close monitoring.	Service pupils who are needing accelerated progress will gain at least one EXTRA target tracker step over the year
3	Pupils needing pastoral/emotional support will receive it and will demonstrate a greater ability to cope with their own emotions.	High attendance of service pupils. Service pupils performing in class at A.R.E or above Home learning in on time.
4	Service club running regularly Off-site visits and nurture opportunities organised for the year and on the calendar Loaded to Evolve and risk assessed	Attendance at service club and events remains high at 85+ percent.
5	Events organised and put onto the calendar	Attendance at such events remains high with 85% pupil/parent/carer
6	Service pupils receive allocated time slots on the Gomer multi-gym	Gym slots clearly timetabled and high percentage 85+ of service pupils taking advantage of their priority usage.

3. Planned expenditure

Academic Year	2019/2020
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Budgeted cost					£ TBC
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Service Pupils performing at ARE or above.	Learning Reviews will compare Service pupils data with rest of the cohort.	Tracking of Service Children's academic outcomes enables monitoring .	Termly Learning Reviews Drop-ins Book-looks PiPS	School Leaders & Class Teachers	Half-termly
Service pupils who require catch up in progress/attainment or both will receive in class and out of class intervention and close monitoring.	1:1 TA led interventions Quality First Teaching Pupil Conferencing	Tracking of Service Children's academic outcomes enables monitoring .	Termly Learning Reviews Drop-ins Book-looks PiPS	Associate HT	Half-termly
Pupils needing pastoral/emotional support will receive it and will demonstrate a greater ability to cope with their own emotions.	1:1 or group pastoral support	Tracking of Service Children's academic outcomes enables monitoring .	Case notes	LAPS Team	Half-termly and/or when a deployment arises
Service club running regularly.	Lunchtime Supervisor, over-seen by Inclusion Leader to host a session in the forest, IT Suite or other to enable 'time out' in a safe and secure environment.	A safe place in times of need e.g. parental deployment and/or to support a child's identity	Monitoring and liaison with Inclusion Leader	Inclusion Leader	Monthly
Events organised and put onto the calendar. Off-site visits and nurture opportunities organised for the year and on the calendar Loaded to Evolve and risk assessed.	At least once termly activity identified with the children. Consideration to parent/child opportunity.	Adds to children's identity and place within the community. Opportunities to socialise with children who they may not normally to enable relationships to develop through mutual understandings.	Good attendance and positive evaluations of events	Service Lead	Half termly
Service pupils receive allocated time slots on the Gomer multi-gym	Friday break provided in addition to regular year group slot.	Due to the gym being enabled by MOD funding (giving back) and to add to the children's sense of feeling special.	Ease of access	Lunchtime Team	Half termly / seasonally

Costs	£
Overall Budget co :	£

