

# Service pupil premium strategy statement



## School overview

| Metric  | Data   |
|---|--|
| School name                                     | Primary School                                       |
| Pupils in school                                | 364  |
| Proportion of Service Pupil Premium pupils      | 45   |
| Service Pupil Premium allocation since Sept '19 | £4,600 (Sept 19 – Apr 2020)<br>£11,470 (2020 – 2021) |
| Academic year or years covered by statement     | 2019-2021  |
| Publish date                                    | 01 April 2021  |
| Review date                                     | 01 September 2021                                    |
| Service Pupil Premium lead                      | Mrs N Marsh  |
| Governor lead                                   | Mrs G Dunkley  |

## Service children pupil progress scores for last academic year

| Measure | Score         |
|---------|---------------|
| Reading | Not published |
| Writing | Not published |
| Maths   | Not published |

## Service pupil performance overview for last academic year

| Measure                          | Score         |
|----------------------------------|---------------|
| Meeting expected standard at KS2 | Not published |
| Achieving high standard at KS2   | Not published |

## Strategy aims for service pupils

| Measure  | Activity  |
|--|---|
| Priority 1   | Bassingbourn has a commitment to ensure that achievement for service pupils is in line for that of our core pupils and knows that due to their transient lifestyle, these pupils must settle quickly into the new routines of our school in order to make progress and is determined to achieve this. Bassingbourn strives to 'bring out the best' in this group of pupils and support them both academically and emotionally to achieve the highest levels.  |
| Priority 2   | Bassingbourn creates an overall package of support aimed to tackle the range of needs specific to children who move schools frequently, including emotional wellbeing, striving to be inclusive of all pupils who are part of our school, no matter how long they are with us.  |
| Priority 3   | Bassingbourn is a community school and prides itself on communications and liaison with parents. Many military children use the school bus service, which means that parents are not seen by school staff at pick up and drop off times. Liaison (both ways) with parents and families is therefore more difficult with military families.  |
| Barriers to learning that these priorities address | <p>Bassingbourn Primary has identified the following as barriers for some of the pupils currently in receipt of Service Pupil Premium:</p> <ul style="list-style-type: none"> <li>• Social and emotional problems linked to home circumstances:</li> <li>• Frequent relocation, resulting in friendships being formed and dissolved regularly.</li> <li>• Regular separation from extended family.</li> <li>• Regular separation from the parent who is a member of the armed forces.</li> <li>• Parental anxiety on relocation (similar to that of the child)</li> <li>• Possible difficulty in building friendships.</li> <li>• Confusion due to new rules and routines.</li> <li>• Reduced parental engagement with school – particularly for those children who travel to and from school on the bus.</li> <li>• Limited access to extra-curricular activities if the absent parent is the only driver in the family.</li> <li>• Feeling different to the other children who may have been together since a very young age.</li> <li>• Undiagnosed learning problems due to the time it takes to assess and get referrals.</li> <li>• Lack of staff's understanding of the military lifestyle.</li> </ul> |

## Priorities for current academic year

| Aim  | Target   | Target date  |
|--|--|--|
| Implement a successful transition when children join us from other schools.                            | <p>Children reassured and confident to join us and settled quickly into new routines so they are ready to learn.</p> <p>Contact with previous schools to ascertain any concerns from previous school</p> <p>Pupil Premium passports to track children through our school, ensuring smooth transition between teachers</p>  | Ongoing – dependent on arrival times   |
| Identify and address learning needs through high quality planning, teaching and targeted interventions | <p>Early assessment of pupils to ascertain how they compare with their peers.</p> <p>Booster groups and extra support / extension offered as appropriate.</p>  | Ongoing – dependent on arrival times   |
| Encourage social interaction with peers, both those with a military background and our core pupils     | <p>Grants given to all families for them to spend on their children’s attendance at after school clubs / other social activities (such as in school activities / trips).</p> <p>Forces lunches where children can meet with other forces families in a relaxed atmosphere</p> <p>Specifically organised activities for year groups or for forces children</p> <p>Army / Forces related celebrations including Acts of Remembrance, Armed Forces Day to raise the profile of the Armed Forces in school</p> | <p>£60 annually</p> <p>Half termly, covid permitting</p> <p>Annually, covid permitting</p> <p>Armistice Day, 11<sup>th</sup> November annually</p> <p>Armed Forces Day, close to last Saturday in June, annually</p> |
| Ensure good relationships with parents   | <p>Pre visits / welcome emails sent from Service Pupil Lead</p> <p>Visits to the barracks for coffee mornings to liaise with parents who do not usually attend school for pick up / drop off</p> <p>Liaison with families / welfare staff to keep communications open</p>  | <p>Ongoing, when pupils are due to arrive</p> <p>Half termly, covid permitting</p> <p>Ongoing, when necessary</p>  |

## Supporting service pupils and their families while they attend Bassingbourn Primary School

| Measure  | Activity  |
|--|---|
| <p>Priority 1</p> <p><i>Settling the children and their families and ensuring good transitions</i></p>   | <p>Liaison with pupil's previous schools and parents to establish whether there are any issues that we need to be aware of and if there is anything that is pending / requires a follow up.</p> <p>Families offered a tour of the school prior to the pupils starting with us.</p> <p>School prospectus and behaviour expectations etc shared via the school website and through the school office (induction packs etc).</p> <p>Families emailed by Service Pupils Lead and meetings set up as required.</p> |
| <p>Priority 2</p> <p><i>Encourage socialisation between military children with other military children and non-military children in school</i></p> | <p>Vouchers issued half termly for service pupils to 'spend' at after school clubs (Village Sportz, BOSC, Lane Academy etc)</p> <p>Year 6 BMX event</p> <p>Trip to OTG</p> <p>Half termly forces lunches for service pupils to attend if they wish – a chance to play games, chat, be together as a community within the school community</p> <p>Events for Armed Forces Day</p> <p>Attendance at Remembrance services at Bassingbourn War Memorial</p> <p>Armistice Day observations and activities</p>      |
| <p>Priority 3</p> <p><i>Liaison with parents</i></p>   | <p>Half termly parent meetings at the barracks</p> <p>Parent training about separation issues planned – will be delivered by school counsellor once COVID restrictions allow</p> <p>Staff training about separation delivered to help staff understand some of the problems arising for military families</p>   |
| <p>Projected spending</p>  | <p>£6,470</p>   |

### Targeted academic support for current academic year

| Measure  | Activity  |
|--|---|
| Improve parental engagement with school              | <ul style="list-style-type: none"> <li>• Meetings with parents and other services in school supported by SENCO.</li> <li>• Improvements in the website section for parents to signpost support</li> <li>• Parent drop ins with SENCO for signposting and support for parents.</li> <li>• Explore ways to encourage parental involvement in school information sessions, training sessions to increase uptake.</li> <li>• Continue with live Zoom sessions for parents unable to get into school.</li> <li>• Post recordings of parent training sessions on the school website.</li> <li>• Visits to the barracks by school staff to resume when permitted.</li> </ul>   |
| Enhance mental health to promote readiness to learn. | <ul style="list-style-type: none"> <li>• Emotional and well-being whole school project implemented in school.</li> <li>• School to have a designated mental health lead.</li> <li>• School to have an up-to-date mental health policy.</li> <li>• School to have a targeted and graduated intervention approach to mental health and well-being.</li> <li>• Early identification process.</li> <li>• Staff to have wellbeing awareness training.</li> <li>• Signposting to mental health and wellbeing support services through parent communications, the school website and direct referral.</li> <li>• Environment of school to have more wellbeing visual displays for children and staff.</li> <li>• Attachment training for all staff.</li> </ul> |
| Projected spending                                   | £2000   |

### Wider strategies for current academic year

| Measure            | Activity   |
|--------------------|--|
| Priority 1, 3      | Maintain a user friendly website to that parents are able to access the information they require easily.   |
| Priority 1         | Embed the use of the new Target Tracker reporting system with staff enabling subject leaders and SLT to track progress across the whole curriculum. This will help them to identify gaps and address them. |
| Priority 2         | Assist with payments for trips, experiences and out of school clubs to encourage socialisation.  |
| Priority 3         | Staff and parent training by school counsellor about separation anxiety.   |
| Projected spending | £3000  |

## Monitoring and Implementation

| Area                  | Challenge   | Mitigating action   |
|-----------------------|---|---|
| Teacher relationships | Ensuring enough time is given over to allow for staff professional development.                   | Separation Anxiety training delivered to teachers through a staff meeting.<br>Assistant Headteacher married to a veteran and has vast experience of the military lifestyle.   |
| Targeted support      | Identification of and prioritising areas of need.<br>Expertise of people providing interventions. | SENCO to overhaul intervention provision to ensure all staff providing interventions have clear direction.<br>Success of programmes measured and reported to SLT on completion / at regular intervals.  |
| Wider strategies      | Engaging the families facing most challenges.   | Teachers to continue with strategies that have worked during lockdown (such as remote learning provision via the website, Zoom calls, which are more engaging than telephone calls) to reach out to parents.<br>Teachers encouraged to use pupil passports to record communications with parents as well as academic issues to assist with handovers to new teachers. |