

Service Pupil premium grant expenditure report to parents for the year 2020/21

What is the Service Pupil Premium?

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

State schools, academies and free schools in England, which have children of service families in school years Reception to Year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £300 per service child who meets the eligibility criteria.

For an evaluation of this report please see DfE 21/22 report on the website

Eligibility criteria

Pupils attract the SPP if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' on the January school census at any point since 2015, see footnote [1](#)
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- pupils with a parent who is on full commitment as part of the full time reserve service are classed as service children

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.

How Service Pupil Premium differs from the Pupil Premium

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups, e-bluey clubs etc.

Schools might also consider how to improve the level of and means of communication between the child and their deployed parents. Some schools have introduced 'Skype time' clubs, whilst other schools have helped children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life. In addition, staff hours may be required to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed and these hours could be funded by the Service Pupil Premium.

Within schools which experience high levels of service pupil mobility, Mobility Co-ordinators, Forces Liaison Officers, Parent Support Advisors etc. have been employed. These posts tend to work closely with the pupils and families when they move into the area or are due to leave. Such staff can also support pupils and families where a parent is deployed.

SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

Schools are held to account for the spending of this funding through the focus in Ofsted inspections on the progress and attainment of their wider Pupil Premium eligible pupil cohort.

1. Ever 6 service child measure. The premium was extended , such that any pupil in Reception to Year 11, who has been flagged as a service child since the January 2015 census, will continue to receive the premium (Ever 6 service child). Please see the ESFA's [pupil premium grant guidance](#) for more information. [↩](#)

Overview of the school

| Number of pupils and Service Pupil Premium (SPP) received for 2020/21 | |
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| Total number of pupils on roll | 107 |
| Pupils eligible for SPP | 3 children |
| Amount of SPP received per pupil | £310 |
| Total amount of SPP received | £930 |
| Barriers to achievement 2020/21 | |
| <ul style="list-style-type: none"> • Separation – a parent being deployed for up to 6 months at a time and leaving one parent to bring up the children at home. • Location, being placed in a married quarter, they are not living within the community and have to travel to school • Sudden changes to home life to meet demands of the service career – parent traveling distances to attend courses and long working hours. | |

Nature of support 2020/21 and reasons why in italics

- Teaching assistants to support other children in the class allowing the teacher to work with service pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Bespoke intervention groups e.g. FLE emotional wellbeing session (based on Trauma informed Schools and Emotional First Aid) – *identified precision support based on assessment to support emotional needs.*
- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before they reach the next lesson. This supports good level of progress.*
- Use of Danny Biscombe (counsellor), Emotional First Aid, Brighter Futures and Trauma informed school training – *To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- 'My Concern' to ensure all the staff (on a need to know basis), have all the information they need to support every child.

How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using our tracker to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our service pupil premium children. We have a named governor who monitors service pupil premium. Visit reports can be found on our website under governors. Please also see our Pupil Premium and Service Pupil Premium Policy

Fourlanesend SCHOOL – SDP 2020/21

Colour code September 2020

- Black is what we are focusing on now
- Red is what we have identified that needs immediate action
- Purple is left from last year and we need to complete it only when we have completed black and red

| Quality of Education | | | | | |
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| Focus 1 – Quality of education – Prioritise reading | | | | | |
| Success Criteria - aim | ACTIONS | WHO? | Resources | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |

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| <p>1A Foster a love of reading</p> | <p>September 2020 /Oct– Class books, English lessons linked to books/stories, 5 times a week reading expectation, book reviews, Bookquest, reading display(Cremyl, Lynher)</p> <p>All children to be heard read and assessed/RAG within the first 2 weeks.</p> <p>Reading TAs employed to ensure that all ‘identified (reds and ambers) children receive catch up reading support.</p> <p>Red children to be heard daily by reading , Amber 2/3 times a week and Green’s to be covered by classroom provision</p> <p>Once settled:</p> <p>Continue to develop the library – display to link to SMSC and the topic if possible - termly</p> <p>Class book to be read DAILY – non negotiable</p> <p>Working walls in the classrooms need to focus on the knowledge and skills components of reading and include vocabulary and end points</p> <p>Children all need to be able to talk about reading at FLE and their own love of reading –what are we going to do</p> <p>Focused page on reading and our expectations and what we do in every class on the school website.</p> <p>Pupil conferencing KS1 and KS2 swap – mixed ability</p> <p>Reading is cross-curricular and is clearly evidenced on intention sheets</p> <p>Book presentations about the books they have read</p> <p>Book budget allocated termly to each class to buy books – this MUST be child led.</p> <p>Children read a mixture of fiction and non-fiction</p> | <p>All teachers</p> | | <p>Staff are reading experts. They are fully aware how of develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Children in school, read widely and often, with fluency and comprehension appropriate to their age. They can readily discuss this with peers and visitors.</p> | <p>All Classes have a class book in place. Class Plym have daily picture books and a record of these are kept. Class Cremyl have read: Supertato by Sue Hendra and Paul Linnet; The Enormous Crocodile Roald Dahl and Barkin Bagels by Michael Rosen. Class Tamar are reading Charlie and the chocolate factory by Roald Dahl and Class Lynher are reading Witch Week by Diana Wynne Jones</p> <p>Whole school was RAG within the first 2 weeks and interventions began and are recorded on DCPro</p> <p>Sponsored reading event planned for half term with Usborne to raise money for reading books in school</p> |
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| | books – this is tracked | | | | |
| 1B Phonics is prioritised to support reading development | <p>September/Oct 2020 Phonics begin on the first day of school for FS and KS1. Phonic programme in place and used across school and in KS2 as interventions Reading TAs to watch a phonics lesson and discuss with the teachers how phonics is taught and how they can use this to support reading</p> <p>Once settled: Termly audit of reading books – they need to match the sounds the children are learning AND children the children must be able to read the words</p> | All teachers | Cost of new phonic resource | Staff feel confident with the phonic scheme used and how phonics is taught in school to support reading development. An improvement in the acquisition in phonic knowledge can be seen by an improvement in reading – | <p>Phonics taught from the first day in school in KS1 and FS and has been taught every day since – non-negotiable. Plym once daily, Cremyll twice due to missed lessons in lockdown. Phonics bug is used in to teach phonics. KS2 phonics is taught as a small group 4 afternoons. Tamar – small group doing Nessy 4 afternoons. Reading TAs watching phonics teaching 8th September.</p> <p>Autumn 2020 - Current barrier – not being able to mix the bubbles. The impact of this is that rather than run one phonics session per day that meets the needs of identified learners in 3 classes, a session has to be run in each class thus tripling the workload, efficiency and reducing the TA provision across school.</p> |

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| | | | | impact. | |
| 1C All children that fall behind catch up quickly. | September/Oct 2020 All children below ARE to be identified. Interventions put in place for all children below ARE in reading – interventions are non-negotiable.. Reading homework to be prioritised All children to be heard read and assessed/RAG within the first 2 weeks. Reading TAs employed to ensure that all 'identified (reds and ambers) children receive catch up reading support. Red children to be heard daily by reading , Amber 2/3 times a week and Green's to be covered by classroom provision Once settled Rewards system Tracking reading GL assessments | All teachers | | Tracking system demonstrates that interventions are having impact – target to shorten list of children below by the end of the year. | Whole school was RAG within the first 2 weeks and interventions began and are recorded on DCPro Reading homework is prioritised and the teachers are not who hasn't completed reading and this will be relayed to parents in the Autumn Term reports. |
| MILESTONES: | | | | | |
| Autumn: All children heard read, assessed and RAG within the first 2 weeks of the Autumn Term Reading assessments formative and summative completed and 'gaps' in skills and knowledge identified | | | | | |
| Focus 2 Progression in maths | | | | | |
| Success Criteria - aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |

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| 2.A All children access their year group objectives except in exceptional circumstances | <p>National Curriculum year group objectives are taught accordingly using the White Rose mixed age planning as a framework.</p> <p>Pupil Progress meetings – includes a focus on PP and SPP children</p> <p>Daily recording in tracking</p> <p>Reflection on tracking</p> <p>Accurate assessments</p> <p>Parents are given end of year expectation and they are available on our website</p> <p>Book scrutiny to monitor how children are accessing the curriculum and the progress being made.</p> | FF | | <p>Conversations with children, children's books and discussions with staff demonstrate that children are accessing the curriculum objectives for their year group and making good progress</p> | <p>In Lynher 3 Y6 working at 1 year group below, 1 year 5 receiving a lot of support to access year group objectives</p> <p>Tamar – 3 Y3 on Y1, 1 Y3 at Y2, 1 Y4 at Yr2.</p> <p>Cremyl – All on year group objectives but additional time being taken to ensure objectives understood.</p> <p>Plym – All on year group objectives, extra time taken as needed, practical added in to support.</p> <p>In Lynher – need to cover curriculum before send on to secondary school so cannot spend too long to ensure 100% understanding</p> |
| 2.B A range of strategies are used to teach and assess learning | <p>September/Oct 2020</p> <p>Early identification of areas of need</p> <p>Provision maps</p> <p>Concepts are effectively broken down so all learners can access them.</p> <p>Children who acquire concepts easily are challenged to think more deeply through the tasks provided.</p> <p>Concrete, pictorial and abstract examples need to be used to support learning</p> <p>Catch up is used to address misconception prior to the next lesson</p> <p>Effective feedback to support progress, including peer and self-assessment – children are aware of what they have done and what they need to do need.</p> <p>The assessment system is used to track progress and plan from assessment</p> <p>Once Settled</p> <p>Use of pre-teach strategies</p> <p>Use of flexible groupings</p> | FF | | <p>Children are scaffolded where necessary and appropriately to support progress and understanding</p> | <p>Range of strategies used by all</p> |

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| | Maths is used and embedded across the curriculum – this is tracked on the planning intent sheets. | | | | |
| 2.C Barriers to learning are addressed | <p>Once settled</p> <p>Interventions put in place as necessary</p> <p>Use of strategies in 2B</p> <p>Use barriers audit and actions to support addressing barriers – includes PP and SPP</p> <p>Use tracker, book scrutiny and pupil conferencing to collect evidence</p> | FF | | Children are making good progress as support is in place to support children in overcoming identified barriers to learning | <p>Interventions in place led by class TAs</p> <p>Tuition in place from Monday 9th Nov based on assessment from the first half term. Tuition completed by Natalie Peres ex FLE teacher who knows all the children.</p> |
| MILESTONES: Autumn | | | | | |
| PROGRESS: Pupil progress meetings | | IMPACT: Of interventions Of provision | | | |

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Priority 2 Behaviour and attitudes - staff to draft in Oct based on observations/issues arising from Covid etc

Focus 3

| Success Criteria - aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |
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| To restore and build on the positive learning behaviours across school | <p>PSHE/Jigsaw addresses learning behaviours and expectations</p> <p>Positive learning behaviour to be promoted by values in all lessons</p> <p>Positive reinforcement used at all times</p> <p>Use of Danny Biscombe to support children and families struggling with behaviour, attitudes, anxiety etc.</p> | | | <p>Any anxieties are identified and supported</p> <p>Children's resilience and focus is improved to the previous levels.</p> <p>Children exhibit a positive attitude towards their learning.</p> | <p>We have observed a lack of focus, lower resilience, following instructions, rushing, listening – especially to peers, use of homophobic language and unkindness. Behaviour books have been used to record minor incidents, the rest are on my concern.</p> <p>We reviewed the Ofsted criteria in our staff meeting 4th Nov behaviour and overall we still feel we are good</p> |

Priority 3 Personal Development – staff to draft in Oct based on observations/issues arising from Covid etc

Focus 4 – PERSONAL DEVELOPMENT – Mental and physical well-being – staff to draft in Oct based on observations/issues arising from Covid etc

| Success Criteria - aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |
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| 4.A All children have access to support for their personal development | Emotional monitoring used to identify any issues arising Specialists used and impact of them – record under child's records Tailoring the curriculum to match the needs of the cohort and issues that arise Displays in classrooms links to mental health etc. Mental health is linked as appropriately to other aspects of the curriculum – e.g. PE – proven to support mental well-being, challenges in subjects – over coming barriers, what we find difficult and how to tackle them Concerns recorded on my concern | Teachers | Cost of Specialists used £500 my concern | All children have their emotional needs met using a range of strategies/specialists | Danny utilised as necessary Positive Me boards up or in process of Concerns recorded |

Priority 4 - Leadership and Management

| EVALUATION | EVIDENCE |
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- Analysis of PP and SPP
- Curriculum Policy
- Planning, long term, medium (intent) and short
- Arts mark paperwork
- Curriculum audits
- Anonymised PMs
- Research paperwork – action place etc
- Evidence of pre-teacher and interventions on the tracker
- Provision maps
- Reading and Phonics Policy

Focus 6 Leadership and Management – Covid recovery plan

| Success Criteria -aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |
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| 6A RAs and procedures meeting government guideline are in place (these cover curriculum, catch-up etc as well as PPE etc). | <p>RAs and procedures are in place and followed, they are regularly reviewed and checked by staff and governors</p> <p>Local (Cornwall Council) and national (DFE) updates are read and acted upon, when necessary changes are made to reflect them to RAs and procedures</p> <p>Liaison between the school and Public health as needed including case records</p> | | | | <p>Covid RAs and procedures in place prior to the school opening to children. They were written, checked and sent to governors 4th September. They were shared with staff in training Monday 7th September. All documents were reviewed 16th September. Agreed in governors meeting 23rd September. All documents reviewed again on 14th October.</p> <p>There has been liaison between RN and Public Health as needed – this is recorded. Records have also been established of remote learning taking for each class/individual; distribution of Covid tests. Covid reporting for any child having to isolate as they have symptoms.</p> <p>Changes to from updates and to procedures can be evidenced in staff meeting minutes e.g. 14th October change to distribution of remote learning.</p> <p>A remote learning policy has been drawn up by</p> |

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| | | | | | teachers and has been shared with governors 30 September |
| 6B The school (staff, children and governors) are ready to move onto Focus 7. | <p>All children have been assessed and a baseline for each is recorded on DCPro</p> <p>All children and staff are emotionally ready to take onboard a broader curriculum</p> <p>Home learning is established securely and understood by parents for families who are isolating and local lockdowns.</p> <p>Identified handwriting as being an issue in staff meeting 16th Sept. Actions to improve put in place – check progress during marking scrutiny</p> | | | | |

Focus 7 Leadership and Management – The curriculum is prioritised – aspects of this will be covered but this will only be fully implemented when 6B is completed

| Success Criteria -aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |
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| 7A The leadership is highly focused on the FLE curriculum – this is well thought out and reflects the children’s context and locality | Flexibility within the curriculum – adaptations where necessary are made – this will be evidenced in the progress section Identification of key knowledge and skills for no-core subjects are in place Tracking in place for non-core subjects Subject sheets in place for all subjects The whole teaching team work towards attaining the Arts Mark for the school to reflect creativity across the curriculum and build children’s confidence, character and resilience through arts and cultural education | RN | N/A | All staff understand their roles in delivering a curriculum which has been established to meet the needs of all learners at FLE. | |
| 7 B Teachers subject, pedagogical and pedagogical content is improved to enhance the teaching of the curriculum and the appropriate use of assessment | Effective PM is in place to meet individual teachers needs based on their experience and previous performance One of the PM target is research based aimed at enhancing the teaching of the curriculum. Finding will be cascaded so that impact is seen across school. | RN | | The quality of the curriculum is improved for all learners due to the developments and improvements made by the teaching staff – impact across school can be seen. | |
| 7 C The school curriculum is ambitious and meets the needs of all learners | Monitoring of the school curriculum meeting the needs of every learner will take place in staff meetings and will demonstrate: <ul style="list-style-type: none"> • Analysis of PP, SPP and children not making progress – barriers identified and actions drawn up • All children’s books are to be tagged, the red tag is for PP, blue tag for lack of progress and the rest are to be tagged green. The red tagged books are to be prioritised, followed by blue. This means they will be checked for understanding and what the children have achieved in the lesson if | RN | | Effective strategies are in place, implemented by ALL staff and monitored for effectiveness by the SLT. Changes and adaptations are made over time to ensure success. | |

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| | <p>possible, BEFORE the children leave the lesson – TAs to support this. These are to be the first books marked. Staff will be tenacious and rigorous in their approach towards the achievement of these children. Every staff meeting agenda to include tagged books and progress of these children this week – the expectation is that they keep up with their peers. Plans to be drawn up where progress is not being made and barriers are met.</p> <ul style="list-style-type: none"> • Use of pre-teach strategies • Use of flexible groupings • Early identification of areas of need • Provision maps • There is a sharp focus on the teaching of phonics and vocabulary through every subject – see details/actions in quality of education SDP. • Reading attainment is assessed and gaps are addressed quickly – see details in focus 1 • Planning demonstrates challenges aimed at deepening thinking and reasoning as applicable in every subject. | | | | |
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| Focus 8 Leadership and Management - governors | | | | | |
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| Success Criteria - aims | ACTIONS | WHO? | COST? | DESIRED OUTCOME? | EVIDENCE? MONITORED BY? |
| 8A Governors to support the school and community to adhere to government guidelines to keep all stakeholders as safe as possible while providing an effective education (this may be remotely) to meet the needs of all learners. | <ul style="list-style-type: none"> • Risk assessments and procedures are in place, governors check them and ensure they are reviewed regularly – at least half termly or sooner if there is any significant change. • Remote learning policy is in place • All policies are reviewed and updated to ensure they meet with government guidelines and the needs of the community- H&S etc • All regular updates from the DfE and the LA are in place and actioned | | £1500 English text book ?? on maths work books | <p>Governors are confident the school is providing (to the best of its ability – we are reliant on parents to ensure the work is completed remotely) an effective education both at school and remotely, meeting the needs of all learners.</p> <p>Governors are confident all measures are being put in place, reviewed and updated as necessary to keep all stakeholders as safe as possible.</p> | Governor meeting minutes |

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| 8 B Governors to develop a good understanding of the school's curriculum intent so they can offer appropriate support/challenge and measure the impact of this | <p>The FLE curriculum is a standing item on the agenda this academic year so that governors receive half termly updates and are able to be informed to offer appropriate challenge.</p> <p>Governors input to the curriculum policy drawn up in draft by the staff team based on staff meetings in the early Autumn Term – they ensure the context of the pupils has been taken into account and that the locality features highly in the curriculum.</p> <p>Governors understand and challenge how the curriculum is planned from the NC, to the long term plans, to the intent planning and daily plans and how all of the above is underpinned by the curriculum policy.</p> <p>When monitoring the finances governors can see how spending decisions are linked to pupil performance</p> <p>Governors visit to speak to children (with their books) and staff to make sure that implementation matches intent.</p> | | See Focus 6 | Governors can confidently discuss the FLE curriculum (the 3Is) and how it provides to meet the needs of the children in the school and reflects our locality. | <p>Governors and SIP</p> <p>Book scrutinies</p> <p>Conversations with children and staff</p> <p>Governor meeting minutes</p> <p>Governor visit reports</p> <p>SIP monitoring report</p> |
| 8C Governors understand that reading is prioritised in school | Governors monitor Focus 1 in termly visits. Visit reports explain the changes, adaptations being made and provide evidence of the impact they are having. | | See Focus 1 | Governors understand how and why reading is prioritised in school | <p>Conversations with children and staff</p> <p>Governor meeting minutes</p> <p>Governor visit reports</p> <p>SIP monitoring report</p> |
| 8D Governors are involved in the performance management of the staff and headteacher | <p>Governors are involved in the performance management of the headteacher and work closely with the SIP to ensure the headteacher is effectively challenged and supported.</p> <p>A mid-term review is set up so that governors can assess whether any adjustment needs to be made to the support and challenge they are providing for the headteacher.</p> <p>Governors are aware of the performance management for the staff team and how it links to the school</p> | | N/A | Governors fully participate in the PM of the headteacher. | <p>Governor meeting minutes</p> <p>HT PM</p> <p>SIP monitoring report</p> |

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| | development plan and is monitored mid yearly. | | | | |
| 8E The governors monitor that there is a culture' of safeguarding and that everyone actually follows policies and is aware of the procedures | 2 external consultants are brought in to monitor the safeguarding arrangements and ethos in school: One from the LA to monitor the SCR and the personnel files Helen T release to spend the day in school and monitor the ethos in school – all stakeholders | SR | £1,300 | Governors use external expertise to support and develop the safeguarding ethos at FLE. | Governor meeting minutes External reports Governor visit reports NSPCC Pants - feedback |