



Talavera Junior School

Service Premium Policy

Written: June 2024
Next Review Planned: June 2025

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Review Date: June 2025

Signed: _____ (Governor Approval)

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Approval Date: _____

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.1	1.6.24		A Webb		New policy

Service Premium Policy

Principles

The Department for Education (DfE) 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 £310 per service child who meets the eligibility criteria.

Eligibility criteria

Pupils attract SPP if they meet one of the following criteria:

- One of their parents is serving in the regular Armed Forces (including pupils with a parent who is on full commitment as part of the full-time reserve service)
- They have been registered as a 'service child' on a school census since 2016 (see note on the DfE's ever6 service child measure)
- 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
- Children have to be flagged as service children ahead of the autumn school census deadline.

Service parents need to make the school aware of their status by filling in the annual pupil contact form.

The purpose of the Service Pupil Premium

Eligible schools receives 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 Approaches to the spending of the Service Premium:

Provision

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially, this will be in communication, English and maths. The range of provision the Governors may consider making for this group could include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided through ELSA (Emotional Literacy Support Assistant) provision
- Extended school provision, including booster classes
- Pupil Premium resources may also be used to target able children on FSM to achieve higher than that expected nationally at Age-Related Expectations
- Full or part subsidy of school events, clubs, visits and residential visits

Rationale for decisions about provision

When considering the deployment and funding of additional support through Service Premium and other school budget monies, we carefully take into account the following options in order to maximise the impact for pupils:

- Facilitating pupils' access to education
- Facilitating pupils' access to the school's curriculum
- Support in addition to the provision made in the classroom, e.g., specific programmes or targeted interventions
- Additional opportunities to enhance or complement the school offer, e.g., after school clubs, holiday clubs etc.
- Alternative support and intervention

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

Monitoring and Evaluating Provision

Once decided, additional provision is monitored session-by-session by those staff providing support and adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly, usually through pupil progress meetings and meetings to review the impact of interventions. In evaluating effectiveness, a range of evidence is used, including:

- Attainment and progress outcomes
- Feedback from staff, the child, parents and other professionals who may be involved
- Examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour and similar

A governor will have a monitoring oversight of the use of Pupil Premium funding, the provision it supports and the impact of the support through Governor Visits.

Reporting

The Headteacher or a delegated member will produce regular reports for the Governing Body outlining progress and attainment of Disadvantaged Pupils. This report will include:

- The progress made towards narrowing the gap, by year group, for children eligible for the Pupil Premium
- An outline of the provision and the impact of this provision on narrowing the gap
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The average progress of these pupils receiving support funded from Pupil Premium
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- Comparative progress and attainment data for all non-socially disadvantaged pupils by year group
- Provide comparative data showing our school's progress relative to other schools nationally through data supplied in the annual RAISE online report
- An outline of the provision that was made since the last meeting
- Include financial details of how Pupil Premium was spent and an evaluation of the cost effectiveness in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Committee Chair will share this report with the Full Governing Body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap' / 'diminishing the difference' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and published on the school website. Parents/carers will be informed when this has been done via the school's Newsletter.

Appeals & Complaints

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose. The panel will only be convened in cases where the matter has not been resolved through the Governor's complaints procedure.

Review

This policy will be reviewed every 1 year as part of the school's cycle, sooner in the case of new information, changes and/or legislation