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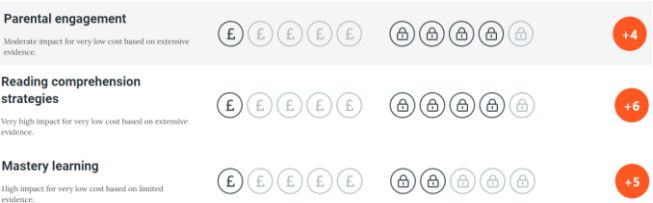
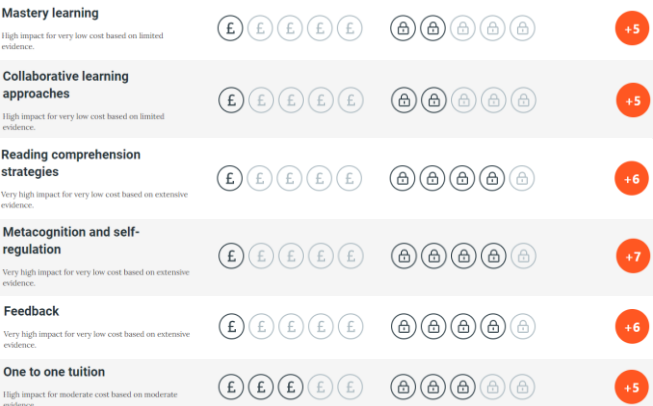
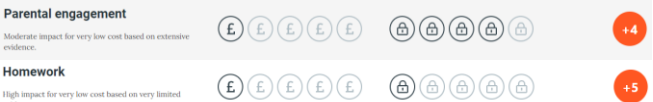

It is a pledge that together we acknowledge and understand that those who serve or who have served in the armed forces, and their families, should be treated with fairness and respect in the communities, economy and society they serve with their lives.

- 'My Passport' programme for all service children joining with a focused pastoral adult
- Providing support for pupils undergoing induction or significant transition (e.g. moving schools) to ensure progress is maintained
- Extra-curricular activities intended to promote confidence, wellbeing and success for military children or promoting an awareness of their life and experience for other pupils. This includes additional activities and support during deployment
- Pastoral support from our ELSA so pupils are ready to learn, particularly when there is turbulence such as deployment within the family (including understanding of the turbulence experienced when adults return)
- Interventions and 'closing the gap' teaching for children who have had turbulence within their education and have gaps in key concepts or skills, including pre-teaching of technical language and an understanding that children may speak English as an Additional Language (EAL)
- Outcomes and provisions embedded from the Thriving Lives Tool Kit Evaluation (produced Autumn 2021)
- Effective use of research from the Education Endowment Fund (EEF) in order to provide the most cost-efficient and therefore widest spread benefit to service pupils

Number of pupils and Service Pupil Premium Funding (PPF) received	
Total number of pupils on roll	83
Number of service children	63 (75.9%)
Total amount of SPPF received	£21,105 (£335 per pupil)

Activity and Resource	Cost	Expected Impact
<p>Additional adult support for children who need emotional support through ELSA (Emotional Learning Support Assistant) programmes, including personalised programmes (such as bubble time and Lego therapy) and personalised intervention to promote children's social skills, wellbeing and confidence.</p> <p>Support is offered to children when their parents are on deployment which allows time for discussion, communication and activities that help build links with the absent parent.</p> <p>Wider events are planned to demonstrate school-wide support such as Reading Force, parent engagement events and extra-curricular clubs etc.</p>	£2,500	<p>ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn.</p> <p>Impact is measured through reassessment at the end of programme with evidence of difference.</p> <p>Parental engagement supports children's wellbeing and good links between families and school allow for early identification of concerns</p> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence.</p> <div>   </div> <div>  </div>

Continued training for ELSA to develop knowledge and skills in programmes) to best meet the needs of our children and support them Staff trained in the identification of concerns around children's wellbeing. Camo club embedded for children to attend when parents are deployed.	£1,100	By developing staff skills and knowledge, more children can be given appropriate guidance and support that better meets their needs.  <b>Social and emotional learning</b> <small>Moderate impact for very low cost based on very limited evidence.</small>   
'My Passport' programme introduced across the school. All new arrivals and leavers access the My Passport programme with an LSA. Monitoring of pupils settling process and transition. Ensure transition is smooth and pupils quickly make progress. Children's entrance levels and gaps in learning assessed. EAL level assessed if appropriate. EMTAS service used as needed. 'My Passport' analysed and results fed back to SLT.	£1,000	Children settle quickly and are ready to learn. Children's transition to and from new school(s) is smooth and children are able to make academic progress as soon as possible. Teachers are aware of any gaps in learning and their current levels of attainment are accurate. The Bell Foundation assessment ensures teachers and LSAs are able to provide the most effective support for learning as soon as possible. These assessments also used to inform planning at the child's level.  <b>Individualised instruction</b> <small>Moderate impact for very low cost based on limited evidence.</small>    <b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>    <b>Social and emotional learning</b> <small>Moderate impact for very low cost based on very limited evidence.</small>   
Maintain and develop the provision provided by the Attendance Lead. Sign posting for workshops and courses run for parents including dealing with angry children / Top Tips for Parents / anxiety. 1:1 parent support where needed. Ensure that children are in school and ready to learn. Additional attendance are put in place where needed. Parent workshops run for phonics gaps that need to be closed from different curriculums and turbulence – allowing children to access the full core and foundation curriculum.	£2,000	Induction to Marlborough is successful with children quickly adapting to their new school. Links between home & school are positive with increasing involvement by parents evident in attendance for school activities, workshops and meetings. Parents immediately become part of the community. Teachers and LSAs can identify when families may need additional support and know the support that is available at Level 1 (universal).  <b>Parental engagement</b> <small>Moderate impact for very low cost based on extensive evidence.</small>   
Additional support from EMTAS for EAL children (children moving from abroad with the army or where English is not their first language at home) who are new to English or their English language skills prohibit them from communicating effectively/safely or accessing the curriculum. A high portion of our service families do speak English as an additional language. EMTAS to translate, develop parent relationships and communication. EAL bank of resources for all entrance levels, which supports T&L and children settling quickly. Profile of EAL learners raised through purchasing of level-appropriate books to engage them in the curriculum and a pleasure for reading. Bell Foundation used to assess pupils where needed and where teachers believe children are assessed as Code A or B (new to English). ELKLAN training attended by key staff members and the training is disseminated to all staff.	£4,500  £500	Improving confidence and skill in English language making impact on progress. Target closing the gap to expected – see intervention analysis. Increase fluency levels of new arrivals. Where needed, individualised instruction supports the immersion of EAL pupils. Phonics programmes may be used to support this too. Staff CPD allows for them to effectively support children using phonics. LSAs are trained appropriately and children with additional language needs (not EAL) are supported to access the curriculum. ELKLAN is embedded for children with Speech and Language difficulties and all children benefit from good practice.  <b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>    <b>Individualised instruction</b> <small>Moderate impact for very low cost based on limited evidence.</small>    <b>Phonics</b> <small>High impact for very low cost based on very extensive evidence.</small>   

<p>Targeted workshops- support for parent/carers on supporting their child to ensure they are in line with National Standard and understand the expectations/ content of the curriculum. Focusing on supporting parent/carers with strategies and resources to use at home. Additional focus on reading to ensure love of reading and availability of texts. Further links made with local library and school library service (SLS) in order to raise the profile of reading in the community.</p>	<p>£1,000</p>	<p>Children improve their understanding of maths and reading in line with the curriculum. To increase the percentage of service premium children who are at national standard across all year groups through closing the gap. Focus parents/children invited. Parents able to support learning and methods to ensure fluency and love of reading.</p> 
<p>Target children having regular intervention work with teachers &amp; Learning Support Assistants to help close the gap of progress and increase the number of children at ARE by end of the year. Focus on children who have been to several schools and have gaps. Conferencing 1:1 in the afternoon immediate intervention re: learning in the morning. Closing the gap re: Expected. Interventions are robust, frequent and reviewed regularly (at least each phase). Time given for the pre-teaching of technical language and to ensure classrooms are language-rich. Identification of challenges where needed if pupils have previously studied a curriculum area. Morning fast trackers for phonics embedded 3 times a week for two two terms.</p>	<p>£6,000</p>	<p>Strong data to show an increased % of children in all year groups achieve ARE in Phonics, Reading, Writing and Maths. Teachers and LSAs can confidently support pupils to understand their learning and the learning process. Focus children in all year groups closing the gap to national standard. Quality feedback in topic/maths books. Children with the potential to work at Greater Depth Standard (GDS) are supported to achieve this.</p> 
<p>Homework supports all children. Homework clubs offered to pupils during school day and extended hours. Effective use of 'Numbots' / 'TT Rockstars' is made in school and at home. Competition and events to celebrate achievements of children are embedded into the curriculum in a way which is supportive of all.</p>	<p>£1,000</p>	<p>Impact on basic English and Maths skills/ fluency and improve % of children at national standard for English and mathematics across the school. Provides additional out of school hours support for any children with gaps or not at national standard. Families feel supported with homework and understand how to support their children in turn.</p> 
<p>Running events which integrate our service families and develop community cohesion e.g. Camo Day, Fiji Day and Nepali Day. Engagement in wider community events, such as Harvest Festival, Christmas events, St. Patrick's Day parade and Victoria Day.</p>	<p>£2,000</p>	<p>Further integrate our community and understand our different backgrounds. Celebration of our different service children and the range of backgrounds that they represent. All staff understand that service pupils represent a wide range of abilities and needs. Children enjoy school and feel celebrated. All children understand the role that service families play in our community. Rich experiences offered to all children.</p> 

#### Nature of support or expenditure for 2023-24

- Extra-curricular activities intended to promote confidence, wellbeing and success
- Providing support for pupils undergoing induction or significant transition (e.g., moving schools)
- Pastoral support from a qualified ELSA
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups)
- Overcoming gaps and poor progress through 'closing the gap' teaching / intervention which is immediate and makes significant impact

#### Measuring the impact of SPF spending

##### End of KS1

##### Teacher assessments: Whole class

	Number	%	29	pupils
ARE+	17	58.62%		
GDS	2	6.90%		

##### Teacher assessments: Service

	Number	%	19	pupils
ARE+	12	63.16%		
GDS	2	10.53%		

Service attainment is higher than the whole school by the end of KS1

\*Teaching and Learning Toolkit Sutton Trust impact included