

At Shipton Bellinger Primary School there are the following barriers to learning, specific to our service children premium cohort
Currently 102 children £30,600

Barriers to Learning

1. Overcoming social and emotional barriers to learning.
2. Speech and language development
3. Support to develop writing, reading and mathematics skills especially where chunks have been missed due to movement.
4. Support with the transition from one school to another.

As a result of the these barriers, we have the following 4 objectives we consider when planning the expenditure of the military pupil premium budget:

Objective 1: To maintain parity in attainment of service and non-service children within the school.

Objective 2: To ensure that service children make good progress from their starting points (both prior attainment and year group baseline).

Objective 3: To increase the speed with which service pupils settle into the new school through transition work.

Objective 4: To provide enrichment activities to widen life experiences and raise aspiration.

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| STRATEGY | | | | | |
|---|---|---|--|---|---|
| Service Premium used for: | Amount allocated to the intervention or action £30,600 | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale Specific | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? |
| Barrier: Overcoming social and emotional barriers to learning | | | | | |
| Training from Behaviour Support Team on attachment theory for all staff | £500 | Training for all staff including MDSAs on attachment theory and strategies to support vulnerable children led by EP service | This will support new service children that we have had come into the school and help with new attachments and making friends as well as service children experiencing attachment disorder | SLT - learning walks, use of the Boxall profile to record engagement, work sampling | |
| ELSA support for children who struggle to make friends | £6,700 | ELSA to work with specific children on their emotional needs using literacy as a way to describe their feelings | ELSA to work with identified service children in order that children are able to establish and maintain friendships | INCO Boxall profile Monitoring of records | |
| Attendance on clubs, day and residential trips - support for families | £1000 | Specific support available for clubs support Enrichment trips and activities Football boots and kit Transport for when needed due to parental deployment | 100% attendance on trips and activities | HT to authorise Administrative Officer to maintain separate accounting for trips to be monitored by service champion | |
| Evaluation of impact for specific barrier: | | | | | |

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| Barrier 2: Speech and Language Development | | | | | |
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| Speech and Language Provision | £400 | <p>SALT lead train other members of staff across the school working with service children, as needs identified.</p> <p>KS1 class-based LSAs will work with children and any new children in YR in receipt of service premium - 18 children</p> | <p>Speech targets - sustained progress being seen which helps to accelerate learning in class</p> <p>Specific difficulties identified for each child and a programme of support put in place</p> | <p>SENCo and teachers of specific pupils to monitor progress</p> <p>Leadership team to monitor progress of all groups of children</p> | |
| Speech and Language Provision across the school | £5,000 | <p>SENCo to conduct initial assessments prior to SALT intervention</p> <p>SALT lead to assess, design individualised programme and resources.</p> <p>SALT lead work alongside NHS speech & lang therapist to enhance programmes</p> <p>Named TA to work with children in each year group on their speech and language needs</p> <p>SALT lead to run Language Link programme (Yrs R & 1)</p> <p>Support with meetings with the SALT</p> | <p>Children are able to complete their programme efficiently</p> <p>Progress can be seen with their communication, and understanding links to reading and writing</p> | <p>SENCo and teachers of specific pupils to monitor progress</p> <p>Leadership team to monitor progress of all groups of children</p> | |

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| Barrier 3: Support to develop writing, reading and mathematics skills, especially where chunks has been missed due to movement | | | | | |
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| Interventions to catch up progress missed from attending different schools | £12,500 | TA time in each year group to support the learning of service children (ie Handwriting, Boosting Reading at Primary, Early Calculation, specific subject gap interventions) | 24 children across Y1-Y6 will have interventions as they are BARE or CT in some or most areas. | SENCo - intervention data and class work (application) | |
| Barrier 4: Support with the transition from one school to another | | | | | |
| Transition books Postage and postcards | £50 | Prior to starting, new service children will be sent postcards from class teachers to welcome them Transition books will be created for all new arrivals tracking their time and achievements in the school | Children feel engaged with the school prior to arriving. Children maintain a record of their school life including previous school, achievements within Shipton Bellinger and information about school transitioning to (when relevant) | Service champion and class teachers | |
| ELSA support | £250 | ELSA is to meet with all new service children within their first 2 weeks of arriving at the school to assess their emotional wellbeing (1.5hrs each child). | Children feel invested in and are able to recognise and speak to another adult within the school. Children struggling emotionally with transition are identified early | Service champion SENCo | |
| Circle of Friends Time to talk programme | £500 | An intervention for KS1 children to encourage friendship groups provided by (ELSA or KS1 TAs) Integration between military and non-military families | New children to feel as included in Shipton Bellinger school as soon as possible | SENCo & ELSA | |
| SENCo and Service Champion time | £2000 | Discuss learning needs from previous schools Support parents with SEND needs; especially when their partners are on | Liaising with previous school for all new service children Attending paediatric meetings | SENCo and Service Champion | |

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| | | deployment (helping with meetings etc) | Writing letters/liaison with new schools for service children leaving Shipton Bellinger to support parents with transfers Talking to new schools about prior pupils Supporting parents throughout the transition process to enable children to settle quickly | | |
| Parent Support Advisor | £2000 | Help with transition/settling in to new area, home visit, signpost to organisations, childcare | New families and those identified as requiring support have a named person dedicated to liaising with them and helping overcome their children's barriers to learning | SENCo and HT | |
| Total spent by school: | £30,900 | | | | |