Service Pupil Premium (SPP) Strategy Statement, 2024-27

1. Summary Information			
School	Leeming RAF Community Primary	**Current Year**	2025-26
Strategy Period	2024-27	**Total Current SPP Budget**	160 x £350 = £53,600
Total Number of Pupils	160* (at census)	**Number eligible for SPP**	160

Total Number of Pupils	160* (at census)	**Date of next review**	November 2026

Attainment information for service pupils is not presented here, as the primary focus for SPP is on pastoral care, guidance and support, rather than academic outcomes. However, due to the fact that 99.2% of our school are service pupils, their academic and progress information can be ascertained from the 'Achievement' tab on our website.

2. Specific Challenges and Barriers to Overcome	
Service-Linked / Contextual Barriers	
A	Disrupted home life due to parental deployments and service issues, with commensurate rise in SEMH challenges, emotional vulnerability, anxiety and, in severe cases, mental health issues.
B	Transition and movement between schools (both in and out of Leeming). These transitions precipitate rise in SEMH issues, friendship concerns, anxiety and stress for pupils, and generate additional administrative burdens on teaching and support staff.
C	Gaps in learning as a result of pupils studying different curricula in a variety of locations and even languages (e.g. Slovakian, Welsh, Spanish), resulting in anxiety and loss of confidence as pupils approach learning that their peers are secure in but they are new to.
D	Above national % of pupils with SEND, especially SEMH, C&I and ASD issues. These pupils are particularly vulnerable to the contextual issues listed above.
E	Pupil experience is diverse; many service pupils have a rich life experience having travelled widely and engaged with a range of cultures and societies. However, a significant number of SPs are unable to embrace wider opportunities of the area and other educational experiences. This can be as a result of the geographical limitations (e.g. living behind the wire with parents who don't drive) or of other factors (e.g. finance, opportunity, spousal deployments etc.).

3. Outcomes

	Desired Outcome	Success Criteria
A	Pupils are supported with pastoral issues.	Children speak of having a strong support among staff (conferencing) Pupils with deployed parents have opportunities to access 1:1 care (records) Availability of proactive and reactive pastoral support for vulnerable children (records) Parents have point of contact for pastoral concerns (communications) SEMH programmes delivered for vulnerable pupils (observations) Emotion Coaching / Nurture principles in evidence, overseen by PM (learning walks) Service life is championed and celebrated throughout school (learning walks, observations, records)
B	Pupils and families are supported during times of transition in and out of Leeming.	1:1 sessions for all arrivals and leavers (records) Booklets produced to explore process of transitioning school (scrutiny) Administrative liaison smooth for all transitions (records, common transfer files, data, books) Child protection and SEND records are appropriately managed and rapidly transferred (CPOMs records) Families have access to signposting and resources to support with transition (records)
C	Pupils' wellbeing and confidence is supported by interventions, additional provision and guidance to address academic issues.	Gaps in learning are rapidly identified on entry (RS assessments) Tracking of progress is meticulous and detailed to prevent gaps being 'missed' and reduce excessive over-learning/ repetition (Insight data) Intervention programmes (e.g. Number Stacks, Little Wandle Catch up etc.) are offered to pupils at risk of falling behind or who have gaps (observations) Additional adult support is available in classes to scaffold vulnerable learners and settle new pupils (learning walks, staffing records)
D	Pupils with SEND well supported at all levels – quality first teaching, targeted support and specific provision.	New SEND pupils rapidly identified, supported and provided for (IPMs) EHCPs and E3 funding secured for highest need pupils (minutes, statements) Staff effectively supported in managing high needs pupils (learning walks, staff conferencing) Pupils with SEMH / ASD effectively supported and behavioural incidents managed well (CPOMs records)
E	Pupils offered a range of enriching educational experiences providing a dynamic curriculum, and purposeful learning to support pupil wellbeing and integration with civilian community	Range of subsidised trips offered across all key stages (records of visits) Range of subsidised educational visitors offered across all key stages (learning walks) Range of sporting and cluster events accessed by pupils to enable them to spend time with peers from other schools (records of visit)

Leeming RAF Community Primary School
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4. Planned Expenditure					
Academic Year	2025-26				
Desired Outcome	**Chosen Action / Approach**	**Evidence and rationale for choice?**	**How will leadership ensure successful implementation?**	**Staff lead**	**Cost**
A	**Pastoral Support** – disseminate previous Pastoral Mentor role more widely across teams, by embedded ATA/HLTAs and	Strong impact of work in previous years. Upskilling additional staff (Compass L3) To ensure provision is able to be deployed rapidly by familiar adults Mitigation of risk factors relating to 'losing expertise' (either temporarily or permanently)	Governor monitoring of pupil voice Pupil conferencing Parent surveys Observations of interventions and support groups Learning walks evidencing impact of whole school initiatives	TC / SP/ LD / KD SLT	0.3 HLTA / ATA, x4 0.1 SLT £15,805
B	**Designated arrivals and leavers' time** – supporting induction of arrivals and addressing leavers' concerns	Strong impact of work in previous year. Parental exit surveys indicate benefits of transitional work Specialist advice indicates importance of effective transition management for SEMH pupils	Evaluation of resources Scrutiny of booklets / leavers' work Observations of sessions	SP / LD / KD NW	0.2 ATA £4,260
B	**Admin Officer** – to support effective leavers / arrivals documentation and administration	Necessity of managing transition effectively to provide families with smooth moves into school Provision of academic records rapidly to eliminate delays in learning and progress	Oversight of performance management Records and process improvements Monitoring of timescales for record transfer	YS / NB	0.2 Admin £2,740
B	**CPOMs** – online management system for core data, including CP, behaviour etc.	Collaborative work with TSA schools Secure cloud based platform (GDPR compliant) Increasing user base nationally	Governor monitoring of CPOMs records system and its usage Timeline for transfer of information	RC	CPOMs Package £650

C	**Intervention Groups & Booster** – TA Time for delivery of programmes such as Number Stacks and Pre-Teach approaches	EEF recommendations (small group tuition +4 months) Previous impact (83% maths ARE Y6) Pupil confidence improved by pre-teach approach	Intervention Observations Pupil Progress Data Pupil conferencing re: wellbeing / confidence	NW / KD	0.2 ATA £4,260 Number Stacks £300
C	**TA in EYFS** – particular focus on developing oral language and social communication skills	EEF recommendations (early years intervention +5 months, oral language intervention +5 months) Pupil wellbeing in EYFS supported by enabling positive relationships and quality social interactions	Observations Learning walks TA timetables	AW	0.4 GTA £6,900
C	**Additional TA Hours** – support across KS1/2 to provide good staff: pupil ratios and support gap filling, emotional check-ins, and free up 'teacher time'	MITA principles (Deployment and Impact of Support Staff (DISS) and Effective Deployment of TAs (EDTA) project outcomes) Additional support allows for teachers to spend time with all pupils, not only 'high needs'	Observations Learning walks MITA checklists	SLT	0.4 TA £6,900
C	**Assessment Resources** – to support establishment of secure baselines and track progress of all Service Pupils	EEF recommendations (feedback +8 months) Rising Stars Assessments provide standardised baseline scores to support TA Formative assessment information supports targeted teaching	Data analysis (progress tracking) Arrivals' / Leavers' Data Sheet Correlation exercises Gap analysis in Pupil Progress Meetings	RC	Rising Stars Assessments £2350 Insight £750
C	**Digital Intervention Resources** – to support catch up and home / school liaison	EEF recommendations (digital technology +4 months) Provides pupils with targeted input to address gaps in learning Supports link between home and school, addressing contextual 'buy-in' challenges	IPMs IDL reports and graphs Pupil progress data Pupil conferencing, impact and confidence questions	NW	IDL English £650 Reading Eggs £650

D	**SENCO Release Time** – to address increased workload associated with mobile high needs pupils	Positive impact of work previous year SEND CoP recommendations – Plan / Do / Review Cycle – complicated by transition and new arrivals Necessity to expedite EHCAR applications Multiple agency liaison	IPM records SEND progress Data Provision overviews Appraisal	NW	0.1 DHT £5,050
D	**Educational Psychologist Time** – to support pupils prior to reaching threshold of statutory assessment	Service now traded. Enables fast-track access for vulnerable pupils, especially new arrivals. Supports staff training for both high needs and other pupils re: good mental health & wellbeing practices	Records of support Assessments IPM records Overview of CPD / drop in work	NW	5 days £470 per day
E	**Enrichment Fund** – subsidies for service specific visits (e.g. Armed Forces Day, Ripon Cathedral), educational visitors, on site experiences and cluster events	Benefits 100% of students EEF recommendations (Outdoor learning +4months) Improves curriculum quality and provides purposeful context for learning activities Service pupils new to area whose parents do not drive or who cannot financially provide experiences enabled to access locality resources.	Evolve Visit Reports Governor Monitoring – Visits and Visitors Curriculum Review (SLT / Governors)	Key Stage leads	£2,500
				Total	**£56,085**

A	B	C	D	E	Area of Spend	Focus	Total Allocation
✓	✓	✓		✓	Specific Pastoral Support	Care, Guidance and Support / Deployment Support	£15,865
✓	✓	✓	✓		Additional Staffing (Academic and Pastoral)	Confidence Building / SEMH Support	£18,450
✓	✓	✓	✓		SEN Support	Care, Guidance and Support / SEMH Support	£9,330
	✓	✓	✓		Administrative Support	Transition support (including families)	£2,740
	✓	✓	✓		Resources and Software	Confidence Building / Academic Support	£4,950
✓		✓	✓		Training and consultation – e.g. EP time	Care, Guidance and Support / SEMH Support	£2,250
✓				✓	Enrichment and extra-curricular experiences	Care, Guidance and Support	£2,500

5. Review of Expenditure	
Previous Academic Year	2024-25

A variety of data is evaluated to determine the successfulness of strategies employed. Most notably:
- Wellbeing information – soft and hard data demonstrates improvements in wellbeing
    - Where applicable, wellbeing scales (e.g. Boxall profiling, GUINY) following pastoral interventions and support indicate improvements
    - Pupil voice demonstrates this has been effective, for example: "I used to be really worried about mum being away, but having worked with Mrs. X, I get that it's normal and I can cope now" (Y4); "I am moving schools but it's going to be really good because I've talked to my new teacher with Mrs. X and they seem really friendly" (Y2); "I loved the five ways to wellbeing I did with Mrs. Y – it helped me learn about how my body feels when I get anxious, and stuff I can do to stop that happening as much, like breathing and talking and things." (Y5)
    - CPOMs records detail positive impact of friendship groups, Nurture strategies and pastoral work.
- Thriving Lives Toolkit (SciP) outcomes of audit extremely positive – Embedding in 90%+ of areas.
- SCiP Alliance have highlighted the school's pastoral work again in a new case study, as has RAF Families' Federation.
- SEND progress and IPMs – SPs with SEND have seen excellent progress against IPMs. SEND pupil progress was ahead of non-SEND peers last year. 100% of SPs with EHCPS made good or better progress.
- Parent voice – 100% of parents would recommend the school for SPs; score of 4.6 out of 5 for quality of pastoral care; 100% positive for personal development
- Information gleaned from other settings – consistently excellent feedback on quality of transfer reports etc.
- Audit outcomes – e.g. safeguarding oversight, 100% positive, strong culture, noted excellent provision for handover
- Specific programme evaluations – e.g. of interventions; less effective or high demand interventions replaced with research-led alternatives.

Staff have dedicated pastoral responsibilities across teams; by sharing this out, pupils can access support from familiar adults, rather than waiting for 'the right day' to access this with someone they knew less well. Equally, if any of these staff leave, they do not take with them the sole expertise and responsibility for pastoral provision, thus 'future-proofing' this better. This approach will be evaluated over the coming year to determine its success.

It is noted that as a result of the high impact of a number of the school's approaches over time (see below for commendations and citations of best practice), many chosen approaches are similar / identical to those used in the previous year. Expenditure is always critically evaluated and ways of working are improved; however, since many of the contextual barriers remain unchanged (but feature different pupils every year), the strategies for addressing them need a measure of consistency also.

Finally, it was noted by Ofsted that pastoral provision was 'outstanding', and that "from the minute that pupils walk into Leeming RAF Community Primary School, they are nurtured and supported in ways that are important and particular to them."

6. Additional Detail

The school's use of the SPP has been praised by a number of external sources, including the SCiP Alliance, RAF Families' Federation, the Children's Commissioner's Office (based in the DfE), the Local Authority, and through various peer reviews. Further information on this can be found on the website.

The above strategy statement is also supported by a Best Practice Case Study, and the Service Premium Guide for Stakeholders, which add further detail about our allocation of the SPP in school.

The Service Pupil Premium is used alongside the Disadvantaged Pupil Premium (DPP) in certain cases (where DPs are also Service Pupils). For further information on the way in which the school uses the Disadvantaged Pupil Premium, see the Disadvantaged Pupil Premium Statement.

The school was previously subject to a Collaborative Pupil Premium Review undertaken with the Teaching School Alliance of which we are part. This review determined that SPP was used effectively to support vulnerable pupils; it was noted: "Staff knowledge of PP is strong. They are aware of the need and how the use of PP supports the developments." / "Pastoral Care is a significant strength" / "The children display good conduct behaviour throughout the school" / "Children take part in purposeful activities and their learning is moved forward effectively by a knowledgeable and effective team of practitioners who know their children well."