

**Open Report on behalf of Debbie Barnes OBE,
Executive Director of Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	07 June 2019
Subject:	Service Pupil Premium

Summary:

This report gives a summary of the purpose of the Service Pupil Premium.

Actions Required:

Read and note contents.

1. Background

What is the Service Pupil Premium

The Service Pupil Premium was introduced by the Department of Education in April 2011. It is part of the government's commitment to delivering the Armed Forces Covenant. This is a government pledge which says 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.' The covenant focuses on ensuring that members of the Armed Forces are not disadvantaged and have access to the same services as any other citizen. The support is provided in a number of areas and the Service Pupil Premium supports pupils in publically funded schools.

Pupils attract the Service Pupil Premium 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' in the school census at any point since 2011
- 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 classified as service children.

The Aims of the Service Pupil Premium

The aims of the Service Pupil Premium are to offer mainly pastoral support to help pupils access school and to settle into schools as service children may move schools more regularly. The aim is to mitigate difficult circumstances the pupils may face, family mobility or deployment of a parent.

The Service Pupil Premium is different than Pupil Premium in that it is focused mainly on pastoral support, whereas Pupil Premium was introduced to diminish the attainment and progress gap between disadvantaged pupils and other pupils nationally.

Issues Faced by Service Pupils

Service pupils may face a range of unique challenges when their parents serve in the Armed Forces. One of the major factors facing service pupils is mobility. Service pupils are likely to move house and school more than their peers. For some pupils, they may change schools multiple times in their school career.

When pupils move school they have the upheaval of a house move and need to leave friends behind. When pupils move to a new school, they need to settle in the new environment, build new relationships and get used to potentially different structures and routines. This is compounded by pupils being aware that they may need to move again relatively soon. The differences between schools makes it difficult for pupils to settle and to continue their learning. In the secondary phase this is more marked as the curriculum in different schools may differ.

Mobility may impact schools differently. For example, the school may have a whole unit relocating with a large number of pupils. Conversely, they may have one or two pupils joining the school.

One of the most significant issues for Service pupils to deal with is the impact of parental deployment. This has impact for the family as a whole with one parent being away from home as well as the emotional issues caused by the pupil not having regular contact with the parent. There may be some pupils where both parents service in the Armed Forces who have both parents deployed at the same time and may need to stay with extended family. The difficulties of a potential house move as well as missing both parents are difficult to imagine.

It is important for pupils to maintain contact with parents when they are away from home although contact with parents may vary depending on the nature of the deployment and access to the internet. This could then make it more unsettling for the pupil.

Service Pupil Premium Funding and Conditions

The funding is a grant, which is in addition to the Dedicated School Grant, as such, it is not affected by the introduction of the National Funding Formulae for schools. It is paid to local authorities for maintained schools quarterly and to academies and free schools by the Education and Skills Funding Agency in quarterly instalments. The Service Pupil Premium is £300 per eligible pupil in Reception to Year 11.

Local authority maintained schools are required to publish a strategy for using Pupil Premium funding on their websites. There is no parallel obligation for academies unless this is stated in their funding agreement.

Service Pupil Premium Pupils in Lincolnshire schools

Based on the 2018-2019 financial year and the pupils reported in the school census in January 2018, there are a total of 4519 pupils known to be eligible for the Service Pupil Premium. In special schools there are a total of 45 pupils ranging from schools with one pupil to a school with nine pupils. In primary schools there are a total of 2508 pupils ranging from schools with one pupil to a school with 240 pupils. There are four primary schools which have 100 or more eligible pupils. In the secondary sector there are 1966 pupils known to be eligible for Service Pupil Premium. These range from schools with one pupil to one with 271 pupils. There are five secondary schools with over 100 eligible pupils.

Case Study – Cranwell Primary School

The number on roll changes daily but averages out at around 330. The current budget is based on the 317 pupils present on Census day, however there are nearer 330 in the school, some have arrived with significant additional needs. This presents a continuing problem for the Headteacher in balancing the budget. This means that the strategic planning for the Service Pupil Premium is essential.

In September 2018, in addition to the 50 pupils who joined Reception, an additional 23 pupils joined other year groups. The school did not know about all of these additional pupils before the day they arrived at the school.

Although the school can accommodate up to 420 pupils on roll, the transitory nature of the school means that they do not have the funds to be able to sustain staffing to accommodate this number of pupils permanently. The school has to keep adequate reserves to allow for an additional class, resources and teacher, at any point in the year, to accommodate new arrivals. Nevertheless, the Service Pupil Premium grant is strategically targeted to support the pupils in the school at any one time.

The biggest challenges are the rates of mobility and the limit to any transition support that can be put in place. The school has highly effective strategies in place to overcome these barriers as far as they can. There is a full time non-teaching Deputy Headteacher, with experience of the military, who is key in supporting the Headteacher in providing the introduction and induction to the school that new pupils and families need to support them in their transition. The impact of military life on the wider family is significant, therefore there is support for the whole family, recognising that mobility affects the family unit

The full time SENCO and Pastoral Leader is imperative in supporting the success of all pupils at Cranwell School. There are a number of pupils who join the school who, due to the number of school moves they have experienced, have an extremely limited evidence base in order to identify any additional need, particularly significant levels of need that may require an Education and Health Care Plan

assessment. The SENCO efficiently gathers the evidence needed to ensure that any special educational need is identified and that support can quickly be put in place. Priority is given to those pupils who are due to transfer to secondary school and who have been identified as meeting the threshold for an EHCP, without which, the chance of this pupil being successful is further hindered.

The non-teaching element of these two roles is essential in providing the flexibility required in maintaining the day to day work of the school as and when additional pupils arrive but also in identifying and providing the pupils with the targeted one to one or small group support they need to be successful. 'Assertive Mentoring' is key in assessing pupils on the day that they arrive to provide a baseline and in creating personalised targeted plans to address priority areas of need from day one. Assertive Mentoring integrates target setting, tracking, mentoring and checking systems in order to accelerate pupils' progress and improve attainment. It is used in some schools in the county and many around the country, and has proven success at significantly raising attainment and improving pupils' attitudes to learning. It is a focused, child centred, collaborative approach based on a dialogue between the parent, teacher, senior leader and pupil about the pupil's present and future learning needs. This, along with the school's well-established 'buddy system', ensures that the pupil remains central to the whole process and no time is lost. Each class has a teaching assistant for two hours which is essential in undertaking the assessments and providing some additional support in the classroom to support the teacher in meeting the needs of all.

In addition to the targeted interventions provided by the SENCO and Deputy Headteacher, there are a number of small groups in place. The school provides a 'Bluey club' at break times. This is an opportunity for pupils in similar situations to talk together, supported by the highly skilled Deputy Headteacher, and to write to or draw pictures for the parent who is deployed. Currently there are 17 pupils who attend. There is also a 'Smiles' group and a support group for young carers. Due to how well pupils are integrated in school, the school's understanding of their needs on entry and how well pupils are supported in the school, pupils achieve very well.

Summary of Good Practice in Schools

As can be seen with the example from Cranwell Primary School, the importance of finding out about pupils as soon as they arrive is crucial. This ensures that the school can plan appropriately to meet their needs and ensure appropriate support is provided. Having senior staff that ensure that pupils integrate into school life is very helpful. Initiatives that support pupils to share their experiences with pupils with similar experiences helps pupils to share their experiences and build new relationships with their peers. An understanding of what support, both emotional and academic the school can provide is crucial to ensure the pupils integrate into school and achieve well.

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

N/A

Background Papers

Document title	Where the document can be viewed
Kin and Country	https://www.childrenscommissioner.gov.uk/publication/kin-and-country-growing-up-as-an-armed-forces-child/

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