

## End of year Evaluation

### Service Pupil Premium 2020/2021

**At All Saints we believe that all children should have the opportunity to thrive both emotionally and academically, we therefore deploy our Pupil Premium Allocation in the following ways to help us to achieve this:**

Income: 238 pupils x £310 = £73,780

#### Proposed spending

Learning support assistants to ensure good progress and provision for all pupils in receipt of Pupil Premium for Service Premium. (47 hours pw)	£38,000
Play leader/ Pastoral Support to provide emotional support for those affected by aspects of Service life. (32 hours- 10 of which are for play times)	£24,500
Deployment support- a LSA directed to providing settling in support, homework clubs, 'Out of Area' groups and transition support, etc.	£6,000
Communication – Weduc/ Seesaw	£1,000
Resources to support and enhance provision- for example: forest school, catch up programmes, etc.	£4,280
<b>Total</b>	<b>£73,780</b>

#### Service Pupil Premium outcomes:

##### **1) Accelerated progress for any pupils falling behind as a result of posting, changes to education system or disruption within family life resulting from parents serving away from home.**

We have continued to ensure that we employ a high level of expertise, amongst our Learning Support Staff, so that we are able to carry out in-depth assessments which allow us to quickly and efficiently identify learning needs and then ensure that provision leads to accelerated progress. This level of support has been vital in supporting these children, and enabled us to 'hit the ground running' when pupils returned to school, following a second period of school closure, in March 21.

During Covid-19 school closures (January to March) and the high number of bubble closures, our teachers and Learning Support Assistants continued to offer a high level of support and personalised learning, through the seesaw app. This was to ensure that our pupils could continue to embed year group key skills and maintain the good progress made in the first term of the academic year. We have had over 90% engagement with home learning during this period, which evidences the positive impact of this approach.

##### **2) Resources to support and enhance provision- for example: catch up programmes, learning resources, etc.**

This funding has enabled us to provide additional quality resources to support learning both within school and at home, therefore making the learning experience more engaging for pupils and families. This included: books, stationary, pencil cases, CGP books, mybookblog books and the enhanced version of seesaw. Engagement with home learning remained high during periods of school closure and isolation and feedback from parents and staff on the impact of these resources has been positive.

##### **3) Military Support Assistant and Play leaders who will provide emotional support and pastoral care for children who are affected by aspects of service life.**

Positive play on both KS1 and KS2 playgrounds ensures that children are focused and more constructive. The children enjoy the range of equipment available and comment that having the play leaders make play times 'more fun'. The Military Support Assistant has supported identified children when needed, for example when parents are deployed or a close friend has left. Having these members of staff allow us to provide

emotional support without negatively impacting on learning time, this has had a significant impact on pupil progress.

This support has continued through school and bubble closures. Staff have actively communicated with home, created additional support packs as requested and these have then often been hand delivered to front doors. We have also had a number of parents deployed during this period and when we have received notification of this, Mrs Rundle (our Military Support Assistant) has called home and checked in with the family and child. Our families have been very appreciative of this support during lockdowns and isolation.

### **Summary**

The use of Service Pupil Premium funding is effectively being utilised to maintain and improve rates of progress for identified children.

The positive impact of the resource spending has been measured by feedback from parents and pupils.

The positive impact of emotional support has been measured by the feedback from the children and their families.

The overall judgement is that the Service Pupil Premium spending for the year 2020/2021 was again a great success.

**Zoe Jepson**  
**July 2021**