



Service Pupil Premium (SPP) Strategy Statement 2021-2024

1.Summary Information					
School:	Waddington All Saints Academy		Current Year	2021/22	
Strategy Period	2021-2024		Total Current SPP Budget	£67,270	
Total Number of Pupils	352	Number eligible for SPP	217	Date of next review	September 2022

The Service Pupil Premium primary focus is on pastoral care, guidance and support.

Specific Challenges and Barriers to Overcome	
Service-linked/ Contextual Barriers	
1.	Disrupted home life due to parental deployments and the impact of service life.
2.	Transition and movement between schools (both in and out of Waddington). Concerns include: friendships/worries/anxiety and stress for pupils
3.	Gaps in learning as a result of moving from a different education system often results in: loss of confidence, anxiety
4.	SEND support- children moving into area where funding streams differ.

What do we want to achieve?		
	Desired Outcome	Success Criteria
1.	Pupils are well supported when pastoral concerns are raised.	Pupils with a deployed parent have access to 1:1 support, as needed (in liaison with parents/school). Pupil voice evidences a high level of support from the pastoral support team. Availability of proactive and reactive pastoral support. Parents have a point of contact for support. Service life is celebrated. Pupils arrive in school feeling supported and ready to learn.
2.	Pupils and families are support during times of transition in and out of Waddington.	Welcome visits for new starters. Welcome booklet emailed or sent to children who know they are coming here. Children who are moving away have the opportunity for an exit 1:1 session.

3.	Pupils' wellbeing and confidence is supported by quick identification of barriers to learning, with interventions in place to support narrowing the gap.	Rapid assessments enable gaps in learning to be quickly identified when pupils arrive. Progress tracking is accurate and supports progress. Appropriate interventions in place- pre/over learning to support the embedding of key skills. Personalised provision within quality first teaching is highly focused to support progress.
4.	Pupils with SEND are well supported – through QFT, targeted support and outside agency support, as required.	High needs pupils who transfer in from different countries or LEAs are quickly identified and plans put in place to support progress. Release time for teachers/SENDCO to ensure that the relevant paperwork is completed, for example: to secure additional funding (EHCP) when a pupil has moved from a different educational system or LEA.

Allocation of funds:						
1	2	3	4	Area of Spend	Focus	Total Allocation
√	√	√		Specific Pastoral Support	Highly focused pastoral support to meet need.	£21,100
√	√			Deployment Support	Care, guidance and support during times of deployment	£6,100
		√	√	Academic Support	Confidence building, supporting to get back on track	£31,000
		√	√	SEND Support	Care, guidance and support.	£5,000
	√	√	√	Resources and software	Confidence building, deployment and academic support	£4,000

Planned Expenditure 2021-2022					
Desired Outcome	Chosen Approach	Evidence/rationale for choice	How will it be monitored?	Staff Lead	Cost
1 & 2	Pastoral Support- Ensure that 1:1 or small group pastoral support is available for identified pupils. Well-being group at lunch time.	Strong Impact of work in previous years. Ability to respond rapidly to emotional/ behavioural need to support the smooth running of the school. Limit the impact of social and emotional need on engagement with learning.	SLT Monitoring of pupil voice. Pre and post intervention measures Parental feedback Observations of interventions and support groups Learning walks evidence the impact within the wider classroom context	KD/CC	Leadership Time £18,600
1.	Pastoral Support- Play leaders Well-being group	Strong Impact of work in previous years. Lunch and playtimes have historically been a time when children struggled with their emotions the most.	Observations of play time. Pupil feedback. Feedback from teachers.	KD/CC/PR	£4,600

	Staff out and available to talk at playtimes. Meet and greet on both playtimes in the morning.	Additional support will mitigate the impact on learning time and enable the children to be successful. When parents are deployed or working away children often find the greatest challenge is coming in to school. Once in, they are generally fine.			
2.	Specific time for starters and leavers- Supporting new starters to settle quickly and addressing concerns of children who are leaving.	Positive feedback from parents in previous years. Enables children to settle quickly and be well prepared for the next part of their educational journey.	Review 'Welcome Pack' Feedback from parents and pupils Observations of sessions	LK PR	£3,000
3.	Intervention groups 1:1/ Small groups- To deliver highly focused interventions to support the children to make good progress from their starting points	EEF recommendation (small group tuition +4 months) Pupil confidence improved enables them to access the curriculum with a higher level of success.	Observations Learning Walks Provision mapping Tracking analysis Pupil progress meetings	Class teachers/ Team Leaders/ LSAs	£30,000
3 & 4	Digital Intervention Resources- To support catch up and homework.	EEF recommendations (digital technology +4 months) Provides the children with targeted tasks to support progress. Supports the link between home and school.	Pupil outcomes Monitoring the level of engagement Feedback from pupils Improved scores in timetables and spellings	Class teachers	£500
3 & 4	Other resources to support deployment/ academic support.	Pupil feedback- they have requested further texts/ maps/ etc to be used during deployment time. Resources to support academic baselines and 'catch-up' which can be used in school and at home.	Pupil feedback Observation of group activities Governor monitoring.	TR LK ZJ	£3,500

September 2021 (updated October 2021)

Z Jepson