Pupil premium strategy statement – Branston C of E Infant Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Lianne Cook (Head)
Pupil premium lead	Lianne Cook (Head)
Governor / Trustee lead	Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,616
Recovery premium funding allocation this academic year	£2,610
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£27,226

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). This aligns with our school vision, for **all** children to become 'The Best They Can Be'.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve and become 'The Best They Can Be'.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding and National Tutoring Program is being used as targeted support through additional tutoring for children who have been affected the most, including non-disadvantaged children.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be 'the best that they can be'.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children, if this is at the heart of what we do, then this should have a positive impact on attainment.

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, book study, observations, and discussions with pupils indicate underdeveloped **oral language skills** and **vocabulary gaps** among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas. The 2022 Phonics Screen data showed 25% of disadvantaged pupils met the required standard.
3	Internal and external assessments indicate that **reading** and **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our Y2 2022 data, showed that in both reading and writing, 33% of disadvantaged pupils met the expected standard compared to 64% (reading) and 62% (writing) for non-disadvantaged pupils.
4	Our assessments, book looks, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in **reading** and **writing**.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified **social and emotional issues** for many pupils. Further to this, lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain higher than pre-covid level. 8 pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs, via ELSA support. Further support via Early Help/TAC has increased with 6 families currently receiving support (50% of whom are disadvantaged).

6	Our **attendance** data over the last year (2021-22) indicates that attendance among disadvantaged pupils was 89.95% in comparison to 95.63% for non-disadvantaged pupils. 29.4% of disadvantaged pupils have been '**persistently absent'** compared to 5.41% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Our assessments, book looks, observations, pupil discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more). Pupils who are disadvantaged have found it harder demonstrate metacognitive strategies and to self-regulate.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes in 2022/23 show that at least 75% of disadvantaged pupils have met the expected standard. KS1 reading outcomes in 2022/23 show that the gap between disadvantaged pupils and National has improved on previous years outcomes and closer to National.
Improved writing attainment for disadvantaged pupils at the end of KS1.	EYFS writing outcomes in 2022/23 show that more than 75% of disadvantaged pupils have met the expected standard. KS1 writing outcomes in 2022/23 show that the gap between disadvantaged pupils and National has improved on previous years outcomes and closer to National.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by:

	• qualitative data from pupil wellbeing surveys, parent surveys and teacher observations • a reduction in behaviour incidents (evidenced on CPOMS) • a reduction in suspensions a sustained record of participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no higher than10%.
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	Through lesson visits and pupil book study: • pupils are able to articulate learning that has been retained in long term memory • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned • disadvantaged pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • disadvantaged pupils are able to show an increased level of concentration for longer periods of time • disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task there is a noticeable increase in the quality and quantity of work as pupils progress across the year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13,613**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations. Cost: **£300** We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders. Cost: **£1500**	There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Ensure fidelity to a DfE validated Systematic Synthetic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2

Phonics programme to secure stronger phonics teaching for all pupils. Cost: **£600** RWI Development Day Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. Cost: **£2483** Reading Lead release time	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Purchase of standardised diagnostic assessments, to include PIRA & PUMA for KS1. Cost: **£270** Training for staff to ensure assessments are interpreted and administered correctly. Cost: **£360**	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF New PiRA - Progress in Reading Assessments For KS1 & KS2 (risingstars-uk.com)	1, 2, 3, 4
Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to	The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing ques-	1,3,4

access English Hub resources and CPD. Cost: **£540** Funding will also be used to buy high-quality texts for children to use pre-teach and to retain a copy for the duration of the text. Cost: **£730**	tioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Enhancement of our writing curriculum planning in line with DfE and EEF guidance. We will fund a writing audit with the English Hub, to ensure our curriculum is of the highest standard and focused on closing the gap/raising attainment for disadvantaged pupils. Cost of audit: **£300** To ensure children in all classes have access to high texts to support and inspire writing. Release time for English Lead to addend English Hub CPD. Cost: **£1000**	The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	3 & 4
Improve the quality of social	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	5

and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (Compass Training/Mental Health Champions) Cost: **£1500**	and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Training and coaching for staff to increase their understanding of the science of learning and metacognition to support the implementation of the seven EFF recommendations to develop metacognitive knowledge and skills in pupils. Cost: **£913** Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.	*The Science of Learning* summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching. https://www.stem.org.uk/science-of-learning https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/ The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings. To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	7

Thinking frames will be introduced to support pupils to think deeper. Retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning. Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas. They may also use this time to support colleagues in planning a sequence of work. Cost: **£1117**		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£6978**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI programme in EYFS for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 4

relatively low spoken language skills. Training for staff to complete the assessments and delivery of the NELI intervention. Cost: **£760**	Oral language interventions | EEF (educationendowmentfoundation.org.uk) Specifically, NELI will be implemented for pupils in EYFS based on EEF finding (+4 months progress) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	
Additional RWI 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be quality assured by our RWI Advisor. Cost:**£400**	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF https://www.ruthmiskin.com/	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantage. Cost (part contribution) **£3918**	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4
Pre and post teaching interventions for	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley,	3, 4

reading and writing. Cost: **£400**	2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).	
Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning. Cost: **£1500**	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	2, 3, 4, 6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6635**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour approaches (provided by BOSS and WTT) with the aim of developing our school ethos and maintaining behaviour across school. Cost: **£0 (training)** **£200 (Time)**	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) ELSA support programme https://www.elsa-support.co.uk/ http://www.lincolnshirepsychologyservices.com/elsa/ Lincolnshire BOSS Lincolnshire Behaviour Outreach Support Service (BOSS) - Family Action (family-action.org.uk)	5

Implementation of ELSA support to target social, emotional and behavioral needs. To include ongoing EP supervision costs and face to face delivery with pupils. Cost: **£125 (supervision)** **£2030 (delivery)**		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Cost: **£1620**	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning. Develop strong relationships with parents and families through the head teacher/SENCO in order to foster trust including a full Family Learning Programme.	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	1, 2, 3, 4, 5, 6

Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children. Cost: **£1260**		
Enrichment & World Of Work activities to raise aspirations. Use of funding to allow disadvantaged children access to **unique experiences and world of work opportunities**, such as a trip to a university, visit a city or art gallery. Cost: **£500** Access to our **Rainbow of Opportunities** (e.g., BSL, STEM, Little Fishes, Sports, Choir, Forest Club, Magical Maths) Cost: **£100** (Magical Maths only, all other part of school offer) No financial barriers to participate in whole class visits and trips. Cost: **£500** Use of funding to nurture talents and interests e.g., playing a musical	Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.	1, 5

instrument; sports at a higher level; participating in dance classes or Taekwondo. Cost: **£100**		
HAF: to actively participate in HAF based at school during longer school holidays & to actively signpost families to further HAF sessions in the local area. Cost: **£0**	The **Holiday Activities and Food** (HAF) programme is a Government funded programme that provides children who receive benefits-related free school meals in Lincolnshire access to free healthy meals and activities during the school holidays. Holiday Activities and Food Programme – Lincolnshire County Council	
Breakfast Club: introduce a weekly breakfast club based on the needs of disadvantaged families. Initially to run one-day per week (Monday) and extend should service be required. Cost of staff and food **£200**	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results published by the Education Endowment Foundation (EEF). Breakfast clubs found to boost primary pupils' reading writing… | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £ *27,226*

Part B: Review of the 2022-23 academic year

Outcomes for disadvantaged pupils

Pupil Outcomes:

Outcomes for disadvantaged pupils in EYFS were higher than their peers, with 100% of disadvantaged pupils achieving a Good Level of Development (GLD). This is 25% higher than the target we set when this strategy was written.

75% of disadvantaged pupils in Year One passed the Phonics Screening Test. This was inline with the target we set when this strategy was written and 50% higher than the 2022 outcomes for disadvantaged pupils, it is also 8% higher than the National Data for disadvantaged pupils. In addition, 100% of disadvantaged pupils in Year Two who were required to re-take the Phonics Screen Test passed. This demonstrates the impact of the Fast Track Tutoring for RWI that has been consistently delivered as part of this strategy.

Outcomes for disadvantaged pupils at the end of Key Stage One overall we higher than National Data, although data for disadvantaged pupils show that there is still a gap between these pupils and their peers. There is also a gap between disadvantaged pupils' outcomes at our school in comparison to National data. Outcomes for disadvantaged pupils in maths was higher than the same group of children for reading and writing. This can be correlated to the impact of the NTP focus on maths for these pupils in addition to high quality teaching. 100% of KS1 disadvantaged pupils accessed the NTP sessions.

Impact towards our intended outcomes:

Improved oral language skills and vocabulary among disadvantaged pupils: as significant focus has been given to closing the vocabulary gap and developing oral literacy skills. Daily 'talk time' has been embedded in EYFS alongside another successful year of NELI. 100% of disadvantaged pupils who participated in NELI achieved the associated ELG. A clear focus on vocabulary (both through the writing process which has been enhanced through our strategy and vocabulary being taught in non-core subjects) in KS1 has supported disadvantaged pupils in having a greater understanding of spoken language and the morphology of words. This has been observed through the book choices our disadvantaged pupils are making during our reading for pleasure time and through understanding shown during our reading spine lessons.

Improved reading and writing attainment among disadvantaged pupils: Our data from 2022-23 shows that there is still a gap between disadvantaged pupils and their non-disadvantaged peers. This is reflected in our 2023-24 strategy, although we are

predicting that this gap will be significantly smaller due to embedded systems which show pupils who have experienced these strategies for a sustained period are making marked progress in closing the gap.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils: the number of behaviour incidents for disadvantaged pupils in 2022-23 was no greater than their non-disadvantaged peers. There were no fixed term or permanent exclusions during this period for disadvantaged pupils.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils: The gap between disadvantaged and non-disadvantaged pupils when reviewing persistent absences from school is significantly higher for specific disadvantaged pupils. In turn this reflects in the high % of persistent absences for this group of pupils. This has been prioritised in the 2023-24 strategy and the main school development plan.

Impact of Wider Strategies:

Our strategy enabled disadvantaged pupils to access a number of additional experiences to broaden their cultural capital and raise aspirations within the world of work. This included working with an artist in residence, EYFS science day and a visit to Lincoln Cathedral. All disadvantaged pupils in Year Two received 12 swimming lessons (double that of their non-disadvantaged peers) and five pupils were funded to attend 'Magical Maths' after school club. 100% of disadvantaged pupils attended at least three sports events beyond the curriculum offer and 100% of disadvantaged pupils attended at least two extra-curricular clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Family Learning	Lincolnshire County Council & Inspire+
Sports & Wellbeing Apprentice	Inspire+
Reading For Pleasure	English Hub & Open University

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Our Service Pupil Premium allocation was used to consolidate our 'Little Trooper' club. This group met on a regular basis. During the year they went on an additional school trip, funded entirely with SPP funds, to Cranwell Aviation Heritage Museum. This was part of our wider 'World of Work' project and helped our service pupils develop a greater understanding of the history of the military that their families are part of. *Funding also ensured dedicated ELSA (Emotional Literacy Support) was available for service children during periods of deployment. The impact of this on three was significant and ensured continued support both for the child (and deployed parents) during this period. This helped keep disruption to learning to a minimum as the children had dedicated time to focus on any emotional barriers that presented themselves.* *Service families have continued to access our Family Learning programme. Some funding has been used to ensure access to the sessions, resources and materials to use both in the session and to take away.*
The impact of that spending on service pupil premium eligible pupils
Ensuring service children know they are not alone and that they belong to a special, dedicated group has been very powerful. It has meant these children know other children who live similar lives to them. This has been especially significant for a group of service children who are in the UK for a fixed period while their families take active roles at the local RAF bases. *Using ELSA to support service children has had significant impact which can be measured through scaling questions used at the beginning and end of a fixed programme.* *The impact of Family Learning on service families can be measured in the feedback surveys completed by the family for Lincolnshire County Council, where families reported the feeling of 'belonging' and sited Family Learning as a significant source of making new friends in a different country.*