

**St. John’s C of E Primary School Service Club**



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| REFLECT | EVIDENCE | SELF-ASSESSMENT | ACTION | DATE |
| Reflect with stakeholders on these key questions | Identify current practice that demonstrates where you are now | Assess your current practiceEmerging Developing Embedding | Identify action to enhance support | Agree a deadline for your action |
| 1.1 - To what extent are all those involved in leadership, governance and Service child support aware of funding and other resources available tosupport Service children? | * Aware of the service premium statement and action plan.
 |  |  |  | * Two governors to take responsibility and aware of the support and funding
 |  |
| 1.2 - To what extent do you monitor how dedicatedfunding is spent? | * Monthly budget meetings.
 |  |  |  | * Governors to monitor spending.
 |  |
| 1.3 - To what extent is support informed by evidence and monitored for effectiveness? | * Mrs Barbour (Year 6 teacher) feedback of effectiveness within forces club of the service

premium. |  |  |  | * Governors will monitor evidence and effectiveness of the funding.
 | Meeting with Governor Jean Watson on activities carried out and support given. |

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| 1.4 - To what extent do Service family voices and Armed Forces representation inform those responsible for leadership, governance and Service child support? | * Letter to parents with survey.
 |  |  |  | * Updated letter to be sent to parents regarding their post and information that can support the

children. |  Number of children with  parents on deploymentLetter to be sent again in Sept 2024 |
| 1.5 - To what extent do those responsible for school governance ensure Service children’s outcomes are monitored and appropriate support is delivered? | * Termly pupil progress meetings
* Weekly inclusion meeting to discuss effectiveness and identify support given.
 | * ​
 |  |  | Service lead teacher to get data drop for all service pupil and Governor to look at data. | Governor met with ELSA, activities carried out and support given. |
| 1.6 - To what extent do your admissions policies take account of Service families’ frequent, mid- term and short noticemoves? | N/AHampshire admission policy. |  |  |  |  |  |



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| 2.1 - To what extent do you create opportunities for Service children to meet, and explore experiences together? | * Forces club
* Armed forces day
* Church service
* Creating Poppies and display on school grounds.
* Collective Worship
* Meet with another school.
* Invite parents to join in events.
 |  |  |  | * Continue with forces club
* Another school trip to be arrange.
* Opportunity to meet other forces club in other schools.
 | Little Heroes continued.Hope for 2023/2024 get togethers with other schools.November - Poppies displayed on school grounds and windows.November – collective worship for Rememberance Day.Summer – Service Family Picnic |
| 2.2 - To what extent is your pastoral support informed by Service children’s voices? | * Weekly forces club
* ELSA support
 |  |  |  | * During service club in September, children to map

their ideas of | September - children mapped activities to do. Baking, craft, games, lego, outside play. |

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|  | * Worry boxes in class and with ELSA.
* Regular check- ins.
 |  |  |  | what they would like during the year.* Survey to the children and to

parents. | September - survey to children to be carried out ready for 2023/2024. |
| 2.3 - To what extent do you have mechanisms to provide tailored support when Service children need it while ensuring that they are not singled out unnecessarily? | * Mrs Roberst and Mrs Shaw service family experience and experienced in supporting service children.
 |  |  |  | * Deployment packaged given to children when grown ups deployed.
* Weekly feelings check-in within the group.
 | Deployment package created.(e.g. Book and crochet teddy bear for separation when parent is away) |
| 2.4 - To what extent does pastoral support take account of points of stress including deployment/weekending, school moves and caring responsibilities | * Discuss weekly with children about their feelings.
* Use of deployment packs
* Talking to parents.
* Regular meetings with parents to support children.
 |  |  |  | * Deployment pack to those children who have service member deployed.
* Weekly forces club
 | Deployment packs done. Weekly forces club.Communication with parents. |
| 2.5 - To what extent do you nurture Service children’s identities, and help them feel understood? | * Little Heroes on

school website, |  |  |  | * Providing ESLA support for the children.
* ​
 | November - Forces display of poppies, whole school to be involved. |

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|  | with information.* New name and logos for forces club.
* ELSA support available to forces club.
 |  |  |  |  | Worries and feelings check in every week.Activities reflective of worries, anxieties and emotions.Collective worship for remembrance day – forcesclub children to be involved. |



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| 3.1 - To what extent do you assess on entry and monitor Service children’sachievement, learning gaps and preferences, support | * Termly assessment by teachers.
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 | * Forces teacher will monitor the children’s

achievements and identify what | First data drop. |

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| needs and interests and skills?3.2 - To what extent do you address gaps and mitigate curriculum and qualification discontinuity? | * SEND trackers to identify learning gaps.
* Termly pupil progress and action plans to discuss support.
* Extra Wider curriculum activities.
* Robust foundation assessments based on skills

and knowledge/ |  |  |  | support is needed. |  |
| 3.3 - To what extent do you track and regularly reviewService children’s outcomes and progress, and tailorsupport in response? |  |  |  |  | * Termly service attainment report to be discussed within

pupil progress. |  |
| 3.4 - To what extent do you address Service children’s additional learning support needs? | * Interventions
* SEND trackers
* Pupil progress
* Learning or pastoral care
 |  |  | * ​
 |  |  |
| 3.5 - To what extent do you celebrate prior learning and help Service children make the most of their strengths? | * School Ethos values.
* Behaviour values.
* Enriched curriculum.
* Golden acorn.
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| 4.1 - To what extent does your school identify Service children? | * Register admission form.
* Service premium letter.
 |  |  | * ​
 | * Letters sent to parents to encourage communication.
* Forces club
 | Meetings to be had with parents for 2023/2024.Website with information on Forces Club.Survey to parents. |
| * 1. - To what extent do you work with outgoing and incoming families through the long transition process
	2. - To what extent do you welcome families, both before and after their moves, and ensure a positive experience from the first day?
	3. - To what extent do you work with a Service

children’s previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and theirfamily context?’ | * Rigorous transition progress.
* Liaise with previous/future school.
* Transition packages of support.
* Tour of the school.
* Communication with families before and after moving schools.
 |  |  | * ​
 | Regular communication with parents.Network meetings with other schools. | Pre and Post survey for parents.Attend regular network meetings with other schools in local area. |
| 4.6 - To what extent do you help Service children build new and maintain existing relationships? | * Forces club-ELSA support children.
* Behaviour policy to support.
* Network meetings with other schools.
 |  |  | * ​
 | * Regular forces club each week.
* Meet with other schools to encourage and

build new relationships. | Spring – arrange a meet with another school.Summer – Picnic with parents. |

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| * 1. - To what extent are Service children represented in school and other forums
	2. - To what extent do Service children’s voices inform your strategies, approach and actions throughout the school?
	3. - To what extent do Service children feel heard and understood?
	4. - To what extent do you act on feedback and ideas from Service children?
	5. - To what extent do you monitor and communicate your actions in response to

listening to Service children? | * Play leaders at break time.
* Weekly forces club
* Communicate with parents, through letters, telephone, survey and meetings.
* Collective worship.
* Worry boxes.
 |  |  | * ​
 | * Forces club to gather ideas of what the children would like to do throughout the year.
* Weekly forces club to gather children thoughts and ideas.
* Collective Worship for rememberance day.
 | Future trip to submarine museum for 2023/2024.Rememberance day, whole school approach making poppies. Forces Club children to be part of this and collective worship.Re-create display board, designed by forces club children.New name for Forces Club and new website.Survey for service club children and parents. |



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| 6.1 - To what extent do you provide support to Armed Forces families? | Whole school offer of:* Regular communications to families, through letters, survey and meetings.
* Breakfast and afterschool club.
 |  |  | * ​
 | * Ongoing action.
* Invite parents in for meeting.
* Pre and post survey to families.
* Signpost to website.
 | Breakfast club offered to forces children. |
| 6.3 - To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility? | * Communication with families.
* Deployment packs to support.
 | * ​
 |  |  | * Letter to be sent to parents asking for latest information about their

deployment/ship |  |
| 6.4 - To what extent are deployments, separation or impending moves shared with all staff appropriately? | * Discuss in pupil progress meeting.
* Discussion in inclusion.
* Transition into year groups.
 |  | * ​
 |  | * Once feedback from parent’s letter, staff to be informed.
* CPOMS to ensure all staff involved with child are

aware. |  |
| 6.5 - To what extent do you support Service children to communicate with a parent when they are away | * Deployment packs given
* Huggable teddies given to the children.
 | * ​
 |  |  | * Children in forces clubs to send letters.
* Showing children how to send emails.
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|  | * Images of their parent away.
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| 7.1 - To what extent do you have a named point of contact to help staff support Service children and families? | * Transition week.
* Website.
* School Policy.
* Network meeting.
 |  | * ​
 |  | * Service premium lead teacher
* Club co- ordinator.
* New website re- launch to signpost.
* Attend regular network meetings.
 | September – New website to signpost for support. |
| 7.2 - To what extent do you provide appropriate time for professional development around Service children?7.5 - To what extent do staff engage in local and national networks focused on | * Attend regular network meetings with local schools.
* Aggies Charity.
* Local Naval charity.
 | * ​
 |  |  | * Service leader teacher part of a Gosport cluster support group.
* Regular communication with Aggies
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|  |  |  |  |  | charity and localnaval charity. |  |
| supporting Service children and families | * Communication with parents
* Weekly forces club.
* Website.
* Deployment packs.
* Monthly newsletters from navy charity.
* Worry boxes.
* Regular support from ELSA.
 |  | * ​
 |  | * Surveys to be sent to parents and children.
 |  |