

**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 practice  Emerging 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 to  support 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 dedicated  funding 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 deployment  Letter 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 notice  moves? | N/A  Hampshire 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 – forces  club children to be involved. |



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| 3.1 - To what extent do you assess on entry and monitor Service children’s  achievement, learning gaps and preferences, support | * Termly assessment by teachers. |  |  | * ​ | * 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 review  Service children’s outcomes and progress, and tailor  support 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 their  family 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 local  naval 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. |  |