

## 1

## Our approach is clear

Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.

| REFLECT                                                                                                                                                                     | EVIDENCE                                                                                                                                            | SELF-ASSESSMENT                                                    |   |   | ACTION                                                                                                                      | DATE                                                          |
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| Reflect with stakeholders on these key questions                                                                                                                            | Identify current practice that demonstrates where you are now                                                                                       | Assess your current practice<br>Emerging   Developing<br>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? | <ul style="list-style-type: none"> <li>Aware of the service premium statement and action plan.</li> </ul>                                           |                                                                    | ✓ |   | <ul style="list-style-type: none"> <li>Two governors to take responsibility and aware of the support and funding</li> </ul> | Monitoring meetings with Governors throughout the year        |
| 1.2 - To what extent do you monitor how dedicated funding is spent?                                                                                                         | <ul style="list-style-type: none"> <li>Monthly budget meetings.</li> </ul>                                                                          |                                                                    |   | ✓ | <ul style="list-style-type: none"> <li>Governors to monitor spending.</li> </ul>                                            | Financial monitoring throughout the year                      |
| 1.3 - To what extent is support informed by evidence and monitored for effectiveness?                                                                                       | <ul style="list-style-type: none"> <li>Mrs Barbour (Year 6 teacher) feedback of effectiveness within forces club of the service premium.</li> </ul> |                                                                    | ✓ |   | <ul style="list-style-type: none"> <li>✓ Governors will monitor evidence and effectiveness of the funding.</li> </ul>       | Monitoring meetings with Governors and HT throughout the year |

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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? | <ul style="list-style-type: none"> <li>Letter to parents with survey.</li> </ul>                                                                                            |   | ✓ |  | ✓ Updated letter to be sent to parents regarding their post and information that can support the children. | Email and letter to be sent to parents for information on posting and deployment. By October half-term. |
| 1.5 - To what extent do those responsible for school governance ensure Service children's outcomes are monitored and appropriate support is delivered?       | <ul style="list-style-type: none"> <li>✓ Termly pupil progress meetings</li> <li>✓ Weekly inclusion meeting to discuss effectiveness and identify support given.</li> </ul> | ✓ |   |  | Service lead teacher to get data drop for all service pupil and Governor to look at data.                  | Data drop dates to be confirmed.                                                                        |
| 1.6 - To what extent do your admissions policies take account of Service families' frequent, mid-term and short notice moves?                                | N/A<br><br>Hampshire admission policy.                                                                                                                                      |   |   |  | Home visits if needed.                                                                                     |                                                                                                         |

## 2

## Wellbeing is supported

Tailored pastoral provision supports Service children's mental health and wellbeing.

| REFLECT                                                                                                          | EVIDENCE                                                                                                                                                                             | SELF-ASSESSMENT                                                   |   |   | ACTION                                                                                                                                                                                                | DATE                                                                                                                                                    |
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| Reflect with stakeholders on these key questions                                                                 | Identify current practice that demonstrates where you are now                                                                                                                        | Assess your current practice<br>Emerging   Developing   Embedding |   |   | Identify action to enhance support                                                                                                                                                                    |                                                                                                                                                         |
| 2.1 - To what extent do you create opportunities for Service children to meet, and explore experiences together? | <ul style="list-style-type: none"> <li>Forces club</li> <li>Armed forces day</li> <li>Collective Worship</li> <li>Military Child Month – April.</li> <li>Remembrance Day.</li> </ul> |                                                                   |   | ✓ | <ul style="list-style-type: none"> <li>Continue with forces club</li> <li>Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.</li> </ul> | Ongoing.                                                                                                                                                |
| 2.2 - To what extent is your pastoral support informed by Service children's voices?                             | <ul style="list-style-type: none"> <li>Weekly forces club</li> <li>ELSA support</li> <li>Worry boxes in class and with ELSA.</li> <li>Regular check-ins.</li> </ul>                  |                                                                   | ✓ |   | <ul style="list-style-type: none"> <li>During service club in September, children to map their ideas of what they would like during the year.</li> <li>Survey to the children.</li> </ul>             | <p>Children to map out their ideas for this year – by October half-term.</p> <p>Survey or questionnaire of what support they want from Forces Club.</p> |

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| 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? | <ul style="list-style-type: none"> <li>Miss Claridge is the ELSA in the school and can provide emotional support if needed.</li> </ul>                                                                                                                  |  |   | ✓ | <ul style="list-style-type: none"> <li>Deployment packages given to children when grown ups deployed.</li> <li>Weekly feelings check-in within the group.</li> <li>Worry boxes outside Willow Room and in class.</li> <li>Book and penguin activity when parent is away.</li> </ul> | Ongoing.                                                                              |
| 2.4 - To what extent does pastoral support take account of points of stress including deployment/weekending, school moves and caring responsibilities             | <ul style="list-style-type: none"> <li>Discuss weekly in Forces club, with children about their feelings.</li> <li>Use of deployment packs.</li> <li>Talking to parents at pick up.</li> <li>Worry boxes.</li> <li>Social stories if needed.</li> </ul> |  | ✓ |   | <ul style="list-style-type: none"> <li>Deployment pack to those children who have service member deployed.</li> <li>Weekly forces club.</li> <li>Social stories if needed.</li> </ul>                                                                                               | Ongoing                                                                               |
| 2.5 - To what extent do you nurture Service children's                                                                                                            | <ul style="list-style-type: none"> <li>Re-launch of forces club on school website,</li> </ul>                                                                                                                                                           |  | ✓ |   | <ul style="list-style-type: none"> <li>Providing ESLA support for the children.</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Remembrance Day opportunity to make</li> </ul> |

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| identities, and help them feel understood? | <ul style="list-style-type: none"> <li>with information.</li> <li>New name and logos for forces club.</li> <li>ELSA support available to forces club.</li> </ul> |  |  |  | <ul style="list-style-type: none"> <li>Creative opportunities for the children to share their experiences.</li> <li>Worry Boxes in class and outside Willow Room.</li> <li>Collective Worship on Remembrance Day.</li> </ul> | <ul style="list-style-type: none"> <li>a new poppy display.</li> <li>Share their experience in Collective Worship. Remembrance Day.</li> </ul> |
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### 3

## Achievement is maximised

Teaching, assessment and support ensure the continuity of Service children's learning and progression.

| REFLECT                                                                    | EVIDENCE                                                                       | SELF-ASSESSMENT                                                   |  |                                                  | ACTION                                                                                     | DATE                             |
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| Reflect with stakeholders on these key questions                           | Identify current practice that demonstrates where you are now                  | Assess your current practice<br>Emerging   Developing   Embedding |  |                                                  | Identify action to enhance support                                                         | Agree a deadline for your action |
| 3.1 - To what extent do you assess on entry and monitor Service children’s | <ul style="list-style-type: none"><li>Termly assessment by teachers.</li></ul> |                                                                   |  | <ul style="list-style-type: none"><li></li></ul> | <ul style="list-style-type: none"><li>Forces teacher will monitor the children’s</li></ul> | First data drop.                 |

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| <p>achievement, learning gaps and preferences, support needs and interests and skills?</p> <p>3.2 - To what extent do you address gaps and mitigate curriculum and qualification discontinuity?</p> | <ul style="list-style-type: none"> <li>• SEND trackers to identify learning gaps.</li> <li>• Termly pupil progress and action plans to discuss support.</li> <li>• Extra Wider curriculum activities.</li> <li>• Robust foundation assessments based on skills and knowledge/</li> </ul> |   |  |   | <p>achievements and identify what support is needed.</p>                                                                                        |         |
| <p>3.3 - To what extent do you track and regularly review Service children's outcomes and progress, and tailor support in response?</p>                                                             | <ul style="list-style-type: none"> <li>• Review progress in termly meetings with H/T.</li> </ul>                                                                                                                                                                                         | • |  |   | <ul style="list-style-type: none"> <li>• Termly service attainment report to be discussed within pupil progress.</li> </ul>                     |         |
| <p>3.4 - To what extent do you address Service children's additional learning support needs?</p>                                                                                                    | <ul style="list-style-type: none"> <li>• Interventions</li> <li>• SEND trackers</li> <li>• Pupil progress</li> <li>• Learning or pastoral care</li> </ul>                                                                                                                                |   |  | • | <ul style="list-style-type: none"> <li>• Termly service attainment report to be discussed within pupil progress.</li> </ul>                     |         |
| <p>3.5 - To what extent do you celebrate prior learning and help Service children make the most of their strengths?</p>                                                                             | <ul style="list-style-type: none"> <li>• School Ethos values.</li> <li>• Behaviour values.</li> <li>• Enriched curriculum.</li> <li>• Golden acorn.</li> </ul>                                                                                                                           |   |  | • | <ul style="list-style-type: none"> <li>• Opportunity for services children to share in Forces Club their strengths and achievements.</li> </ul> | Ongoing |

# 4

## Transition is effective

Systems and support ensure seamless transitions for Service children arriving at and leaving school.

| 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<br>Emerging Developing Embedding | Identify action to enhance support | Agree a deadline for your action |

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| 4.1 - To what extent does your school identify Service children?                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Register admission form.</li> <li>• Service premium letter.</li> </ul>                                                                                                                                                                    |  |  | • | <ul style="list-style-type: none"> <li>• Home visits for new entrants.</li> <li>• Registration forms.</li> <li>• Website information.</li> </ul>                                                                              | Ongoing.                                                                                                    |
| <p>4.2 - To what extent do you work with outgoing and incoming families through the long transition process</p> <p>4.3 - To what extent do you welcome families, both before and after their moves, and ensure a positive experience from the first day?</p> <p>4.4 - 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?'</p> | <ul style="list-style-type: none"> <li>• Rigorous transition progress.</li> <li>• Liaise with previous/future school.</li> <li>• Transition packages of support.</li> <li>• Tour of the school.</li> <li>• Communication with families before and after moving schools.</li> </ul> |  |  | • | <ul style="list-style-type: none"> <li>• Regular communication with parents.</li> <li>• Home visits for new entrants.</li> <li>• CPOMS data from previous schools.</li> <li>• Network meetings with other schools.</li> </ul> | Ongoing.                                                                                                    |
| 4.6 - To what extent do you help Service children build new and maintain existing relationships?                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Forces club-ELSA support children.</li> <li>• Behaviour policy to support.</li> <li>• Network meetings with other schools.</li> </ul>                                                                                                     |  |  | • | <ul style="list-style-type: none"> <li>• Regular forces club each week.</li> <li>• Creative opportunities for the children to share their experiences.</li> </ul>                                                             | <p>Ongoing.</p> <p>Dates for Armed Forces Education Trust and University of Portsmouth to be confirmed.</p> |

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.</li></ul> |  |
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## 5

## Children are heard

Service children's diverse voices are heard and inform the support they receive.

| REFLECT                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EVIDENCE                                                                                                                                                                                      | SELF-ASSESSMENT                                                   |  |   | ACTION                                                                                                                                                                                                                                                             | DATE                                                                                                                                                                                                                                                                                                                              |
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| Reflect with stakeholders on these key questions                                                                                                                                                                                                                                                                                                                                                                                                                                   | Identify current practice that demonstrates where you are now                                                                                                                                 | Assess your current practice<br>Emerging   Developing   Embedding |  |   | Identify action to enhance support                                                                                                                                                                                                                                 | Agree a deadline for your action                                                                                                                                                                                                                                                                                                  |
| 5.1 - To what extent are Service children represented in school and other forums<br>5.2 - To what extent do Service children's voices inform your strategies, approach and actions throughout the school?<br>5.3 - To what extent do Service children feel heard and understood?<br>5.4 - To what extent do you act on feedback and ideas from Service children?<br>5.5 - To what extent do you monitor and communicate your actions in response to listening to Service children? | <ul style="list-style-type: none"> <li>• Play leaders at break time.</li> <li>• Weekly forces club</li> <li>• Collective worship.</li> <li>• Worry boxes.</li> <li>• ELSA Support.</li> </ul> |                                                                   |  | • | <ul style="list-style-type: none"> <li>• Forces club to gather ideas of what the children would like to do throughout the year.</li> <li>• Weekly forces club to gather children thoughts and ideas.</li> <li>• Collective Worship for Remembrance day.</li> </ul> | Future trip to submarine museum for 2024/2025.<br><br>Remembrance day, whole school approach making poppies. Forces Club children to be part of this and collective worship.<br><br>Re-create display board, designed by forces club children.<br><br>Map a plan for forces club with ideas from children – by October half-term. |

## 6

## Parents are engaged

Strong home-school partnerships help Service families feel valued as part of the school community.

| REFLECT                                                                                                                        | EVIDENCE                                                                                                                                                                                    | SELF-ASSESSMENT                                                   |  |   | ACTION                                                                                                                                                                                                                                                 | DATE                                                                                                                                                                                                    |
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| Reflect with stakeholders on these key questions                                                                               | Identify current practice that demonstrates where you are now                                                                                                                               | Assess your current practice<br>Emerging   Developing   Embedding |  |   | Identify action to enhance support                                                                                                                                                                                                                     | Agree a deadline for your action                                                                                                                                                                        |
| 6.1 - To what extent do you provide support to Armed Forces families?                                                          | Whole school offer of: <ul style="list-style-type: none"> <li>Regular communications to families, through letters, survey and meetings.</li> <li>Breakfast and afterschool club.</li> </ul> |                                                                   |  | • | <ul style="list-style-type: none"> <li>Regular leaflets and newsletters from outside agencies supporting Forces Families.</li> <li>Regular emails to families of events in the community for Forces Families.</li> <li>Signpost to website.</li> </ul> | <ul style="list-style-type: none"> <li>Breakfast club offered to forces children.</li> <li>Ongoing communications throughout the school year. Future trip to submarine museum for 2024/2025.</li> </ul> |
| 6.3 - To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility? | <ul style="list-style-type: none"> <li>Communication with families.</li> <li>Deployment packs to support.</li> </ul>                                                                        | •                                                                 |  |   | <ul style="list-style-type: none"> <li>Regular communication with parents, through email and at pick up.</li> <li>Deployment packs given to children.</li> <li>Book and penguins given to</li> </ul>                                                   | Ongoing.                                                                                                                                                                                                |

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|                                                                                                          |                                                                                                                                                                       |   |   |  | family to support deployment.                                                                                                                                                                                                                                                                                                |          |
| 6.4 - To what extent are deployments, separation or impending moves shared with all staff appropriately? | <ul style="list-style-type: none"> <li>• Discuss in pupil progress meeting.</li> <li>• Discussion in inclusion.</li> <li>• Transition into year groups.</li> </ul>    |   | • |  | <ul style="list-style-type: none"> <li>• CPOMS to ensure all staff involved with child are aware.</li> <li>• Raised in inclusion of any support families may need.</li> </ul>                                                                                                                                                |          |
| 6.5 - To what extent do you support Service children to communicate with a parent when they are away     | <ul style="list-style-type: none"> <li>• Deployment packs given</li> <li>• Huggable teddies given to the children.</li> <li>• Images of their parent away.</li> </ul> | • |   |  | <ul style="list-style-type: none"> <li>• Children in forces club to send letters or emails.</li> <li>• Book and penguins given to support family, when parent is away. This is then shared in Forces Club.</li> <li>• Using website and maps to look at destinations if they know. This is shared in Forces Club.</li> </ul> | Ongoing. |

## 7

## Staff are well-informed

Supportive training and networks ensure all staff understand and support each Service child.

| REFLECT                                                                                                        | EVIDENCE                                                                                                                                       | SELF-ASSESSMENT                                                   |   |  | ACTION                                                                                                                                                                                                | DATE                             |
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| Reflect with stakeholders on these key questions                                                               | Identify current practice that demonstrates where you are now                                                                                  | Assess your current practice<br>Emerging   Developing   Embedding |   |  | Identify action to enhance support                                                                                                                                                                    | Agree a deadline for your action |
| 7.1 - To what extent do you have a named point of contact to help staff support Service children and families? | <ul style="list-style-type: none"> <li>• Transition week.</li> <li>• Website.</li> <li>• School Policy.</li> <li>• Network meeting.</li> </ul> |                                                                   | • |  | <ul style="list-style-type: none"> <li>• Service premium lead teacher</li> <li>• Club co-ordinator.</li> <li>• New website launch to signpost.</li> <li>• Attend regular network meetings.</li> </ul> |                                  |

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| <p>7.2 - To what extent do you provide appropriate time for professional development around Service children?</p> <p>7.5 - To what extent do staff engage in local and national networks focused on supporting Service children and families</p> | <ul style="list-style-type: none"> <li>• Attend regular network meetings with local schools.</li> <li>• Aggies Charity.</li> <li>• Local Naval charity.</li> <li>• Communication with parents</li> <li>• Weekly forces club.</li> <li>• Website.</li> <li>• Deployment packs.</li> <li>• Monthly newsletters from navy charity.</li> <li>• Worry boxes.</li> <li>• Regular support from ELSA.</li> </ul> | • |  |  | <ul style="list-style-type: none"> <li>• Service leader teacher part of a Gosport cluster support group.</li> <li>• Regular communication with Aggies charity and local naval charity.</li> <li>• Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.</li> </ul> | Ongoing |
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