

1

Our approach is clear

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

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	Glynn Wright, David Jackson and Helene Jackson are aware of the support and resources available to service children.
1.2 - To what extent do you monitor how dedicated funding is spent?	Monthly budget meetings.			✓	Governors to monitor spending.	The Headteacher and School Business Manager monitor the funding for service children.
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.	The Headteacher will meet with responsible Governor to evidence and monitor the spending for service children.

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.	Survey to parents was sent out in Autumn Term. Three responses back.
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.	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 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
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	
2.1 - To what extent do you create opportunities for Service children to meet, and explore experiences together?	- Forces club - Armed forces day - Collective Worship - Military Child Month – April. - Remembrance Day.			*	- Continue with forces club - Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.	- The KS2 children were able to attend the Festival of Friends Project, which gave them opportunity to meet with other service children from Gosport and Portsmouth. - KS1 and KS2 children meet every week as part of Dandelion Club where they can share their experiences of being a military child.

2.2 - To what extent is your pastoral support informed by Service children's voices?	• Weekly forces club • ELSA support • Worry boxes in class and with ELSA. • Regular check-ins.			*	• During service club in September, children to map their ideas of what they would like during the year. • Survey to the children.	• The children and Miss Claridge mapped out ideas that the children would like to do during the year. • The children have access to worry boxes in class and outside The Willow Room. • Miss Claridge will check in with the children weekly during Dandelion Club.
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?	• Miss Claridge is the ELSA in the school and can provide emotional support if needed.			*	• Deployment packages given to children when grown ups deployed. • Weekly feelings check-in within the group. • Worry boxes outside Willow Room and in class. • Book and penguin activity when parent is away.	• Deployment packs have been given out to the children when parents are deployed. • Weekly check ins within Dandelion Club. • Access to Worry Boxes in class and outside Willow Room. • Book and penguins given out 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 in Forces club, with children about their feelings. • Use of deployment packs. • Talking to parents at pick up. • Worry boxes. • Social stories if needed.		*		• Deployment pack to those children who have service member deployed. • Weekly forces club. • Social stories if needed.	• Deployment packs given out to children and parents. • Separate check ins with Miss Claridge (ELSA) with children whose parent is deployed. • Communication with parents on support that can be given.
2.5 - To what extent do you nurture Service children's identities, and help them feel understood?	• Re-launch of forces club on school website, with information. • New name and logos for forces club. • ELSA support available to forces club.			*	• Providing ESLA support for the children. • Creative opportunities for the children to share their experiences. • Worry Boxes in class and outside Willow Room. • Collective Worship on Remembrance Day.	• As part of Festival of Friends project, the children asked to design their own hoodies, in order for them to have their own identity and be heard. • ELSA support and creative activities around their feelings and shared experiences were carried out during Dandelion Club.

3

Achievement is maximised

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

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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
3.1 - To what extent do you assess on entry and monitor Service children's achievement, learning gaps and preferences, support needs and interests and skills? 3.2 - To what extent do you address gaps and mitigate curriculum and qualification discontinuity?	• Termly assessment by teachers. • 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/			•	• Forces teacher will monitor the children's achievements and identify what support is needed.	First data drop.

3.3 - To what extent do you track and regularly review Service children's outcomes and progress, and tailor support in response?	Review progress in termly meetings with H/T.	•			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			•	Termly service attainment report to be discussed within pupil progress.	
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.			•	Opportunity for services children to share in Forces Club their strengths and achievements.	Ongoing

4

Transition is effective

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

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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
4.1 - To what extent does your school identify Service children?	• Register admission form. • Service premium letter.			•	• Home visits for new entrants. • Registration forms. • Website information.	This has been ongoing.
4.2 - To what extent do you work with outgoing and incoming families through the long transition process 4.3 - To what extent do you welcome families, both before and after their moves, and ensure a positive experience from the first day?	• Rigorous transition progress. • Liaise with previous/future school. • Transition packages of support.			•	• Regular communication with parents. • Home visits for new entrants. • CPOMS data from previous schools.	This has been ongoing.

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?'	• Tour of the school. • Communication with families before and after moving schools.				• Network meetings with other schools.	• Miss Claridge attends the service cluster meetings at Brune Park where there is an opportunity to share and communicate with other schools.
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. • Creative opportunities for the children to share their experiences. • Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.	• Dandelion Club every Weds which enables them to share their own experiences and feelings through play and with creative opportunities. • KS2 children had the opportunity to attend two days at the University of Portsmouth, where they were able to meet with other military children in the area, sharing their own experiences creatively and to celebrate this.

5

Children are heard

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

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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

5.1 - To what extent are Service children represented in school and other forums 5.2 - To what extent do Service children's voices inform your strategies, approach and actions throughout the school? 5.3 - To what extent do Service children feel heard and understood? 5.4 - To what extent do you act on feedback and ideas from Service children? 5.5 - 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 • Collective worship. • Worry boxes. • ELSA Support.			•	• 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 Remembrance day.	• Children mapped out ideas of what they would like to do in Dandelion Club. • Designing of hoodies and then having them made to celebrate being a military child and for their voices to be heard. • Display board has been updated throughout the school year. • Children did not want to stand up in front of Collective Worship so celebrated Remembrance Day outside by the poppies with Mrs Howlett.
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6

Parents are engaged

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

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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.			•	- Regular leaflets and newsletters from outside agencies supporting Forces Families. - Regular emails to families of events in the community for Forces Families. - Signpost to website.	- Breakfast club continues to be offered to forces children. - Ongoing communications throughout the school year.
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.	•			- Regular communication with parents, through email and at pick up. - Deployment packs given to children. - Book and penguins given to	- Parents will email Miss Claridge regarding deployment and any support needed. - Deployment packs given.

					family to support deployment.	
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.		•		• CPOMS to ensure all staff involved with child are aware. • Raised in inclusion of any support families may need.	• CPOMS communication continues to be sent to staff working with service children. • Discussed in Inclusion if any further support is needed.
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. • Images of their parent away.	•			• Children in forces club to send letters or emails. • Book and penguins given to support family, when parent is away. This is then shared in Forces Club. • Using website and maps to look at destinations if they know. This is shared in Forces Club.	• Continued support through books and penguins, website, letters, cards and emails if needed.

7

Staff are well-informed

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

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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 launch to signpost. • Attend regular network meetings.	• Continues service premium lead teacher Miss Claridge. • Website continues to navigate families if needed. • Regular cluster meetings attended.

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 supporting Service children and families	• Attend regular network meetings with local schools. • Aggies Charity. • Local Naval charity. • Communication with parents • Weekly forces club. • Website. • Deployment packs. • Monthly newsletters from navy charity. • Worry boxes. • Regular support from ELSA.	•			• Service leader teacher part of a Gosport cluster support group. • Regular communication with Aggies charity and local naval charity. • Opportunity with Armed Forces Education Trust and University of Portsmouth for school to school support project.	• Festival of Friends Project meetings and training attended. • Regular cluster meetings attended in Gosport, creating opportunities of communicating with other schools in the area.
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