

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	
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 Glyn Wright on activities carried out and support given.

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.	Only one child's Dad went on deployment. Letter to be sent again in Sept 2023
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.					

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 - Church service - Creating Poppies and display on school grounds. - Collective Worship - Military Child Month – April. - 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.	Forces club continued. Meeting with community hub regarding service children. Hope for 2023/2024 get togethers with other schools. November - Poppies displayed on school grounds and windows. November – collective worship for Remembrance Day.
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.

	• 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 Barbour ex services 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. Book and crochet penguins 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?	• Re-launch of forces club on school website,		✓		• Providing ESLA support for the children. •	November - Forces display of poppies, whole school to be involved.

	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 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	• Termly assessment by teachers.			•	• Forces teacher will monitor the children's achievements and identify what	First data drop.

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.			•		

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.			•	• Letters sent to parents to encourage communication. • Forces club	Meetings to be had with parents for 2023/2024. New website with information on Forces Club. Survey to parents.
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? 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?'	• 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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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 • 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 remembrance day.	Future trip to submarine museum for 2023/2024. Remembrance 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.

6

Parents are engaged

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

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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
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.	

	Images of their parent away.					
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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 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	

					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.	

