

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?	Trained ELSA staff to give feedback of effectiveness within forces club of the service premium.		✓		✓ Governors will monitor evidence and effectiveness of the funding.	
1.4 - To what extent do Service family voices and			✓		✓ Updated Letter to be sent to	September 2022

Armed Forces representation inform those responsible for leadership, governance and Service child support?					parents regarding their post and information that can support the children.	
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.	
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.			✓	- Continue with forces club - Another school trip to be arrange. - Opportunity to meet other forces club.	
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 what they would like during the year. - Survey to the children.	
2.3 - To what extent do you have mechanisms to provide tailored support when Service children need it while ensuring that they are	Trained ELSA linked with trauma and attachment training to support children			✓	- Deployment packaged created. - Huggable toys create for all children.	

not singled out unnecessarily?	within forces club.				Weekly ELSA sessions in forces club.	
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.		✓		- Deployment pack to those children who have service member deployed. - Weekly forces club	
2.5 - To what extent do you nurture Service children's identities, and help them feel understood?	- Forces display to allow all children to see and support each other. - ELSA support during forces club.		✓		Providing ELSA support for the children this will happen during the Forces club.	

3

Achievement is maximised

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

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
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?		•			• 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.

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
4.1 - To what extent does your school identify Service children?	- Register admission form. - Service premium.			•	- Letters sent to parents to encourage communication. - Forces club	
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,	- Rigorous transition progress. - Liaise with previous/future school. - Transition packages of support. - Tour of the school. - Communication with families before and after moving schools.			•		

interests, skills and their family context?’						
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.			•		

5

Children are heard

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

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
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.			•	• Forces club to gather ideas of what the children would like to do throughout the year, led by ELSA • School trip arranged. • Weekly forces club to gather children thoughts and ideas.	

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. - Breakfast and afterschool club.			•	• Ongoing action.	
6.3 - To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility?	- Communications with families. - Deployment packs given	•			• Letter to be sent to parents asking for latest information about their deployment/ship	End of September
6.4 - To what extent are deployments, separation or impending moves shared with all staff appropriately?	- Discuss in pupil progress meeting. - Weekly discussion in inclusion. - Transition into year groups.		•		• Once feedback from parent's letter, staff to be informed.	
6.5 - To what extent do you support Service children to communicate with a parent when they are away	Deployment packs given	•			• Children in forces clubs to send letters.	

	• Huggable teddies given to the children. • Images of their parent away.				• Showing children how to send emails.	
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7

Staff are well-informed

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

REFLECT	EVIDENCE	SELF-ASSESSMENT			ACTION	DATE
Reflect with stakeholders on these key questions	Identify current practice that demonstrates where you are now	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?	• Transition week.		•		• Service premium lead teacher • Club co-ordinator.	
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		•			• Service leader teacher apart of a Gosport cluster support group.	
supporting Service children and families	• Communication with parents		•		• Letters to be sent out. •	

	Weekly forces club.					
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