



## **Southbourne Infant School. Service Pupil Premium**

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant. State schools, academies and free schools in England, which have children of service families in school years reception to year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £310 per service child who meets the eligibility criteria. The SPP is there for schools to provide mainly pastoral support for service children, during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment, whereas the pupil premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups. (MoD)

Southbourne Infant School currently has 8 children (5%) who have a parent in the Services, for whom the school receives Service Pupil Premium funding. This is a comparatively low figure. (2021)

The outcomes of recent research (see below) will further support us to spend this funding in the most appropriate way.

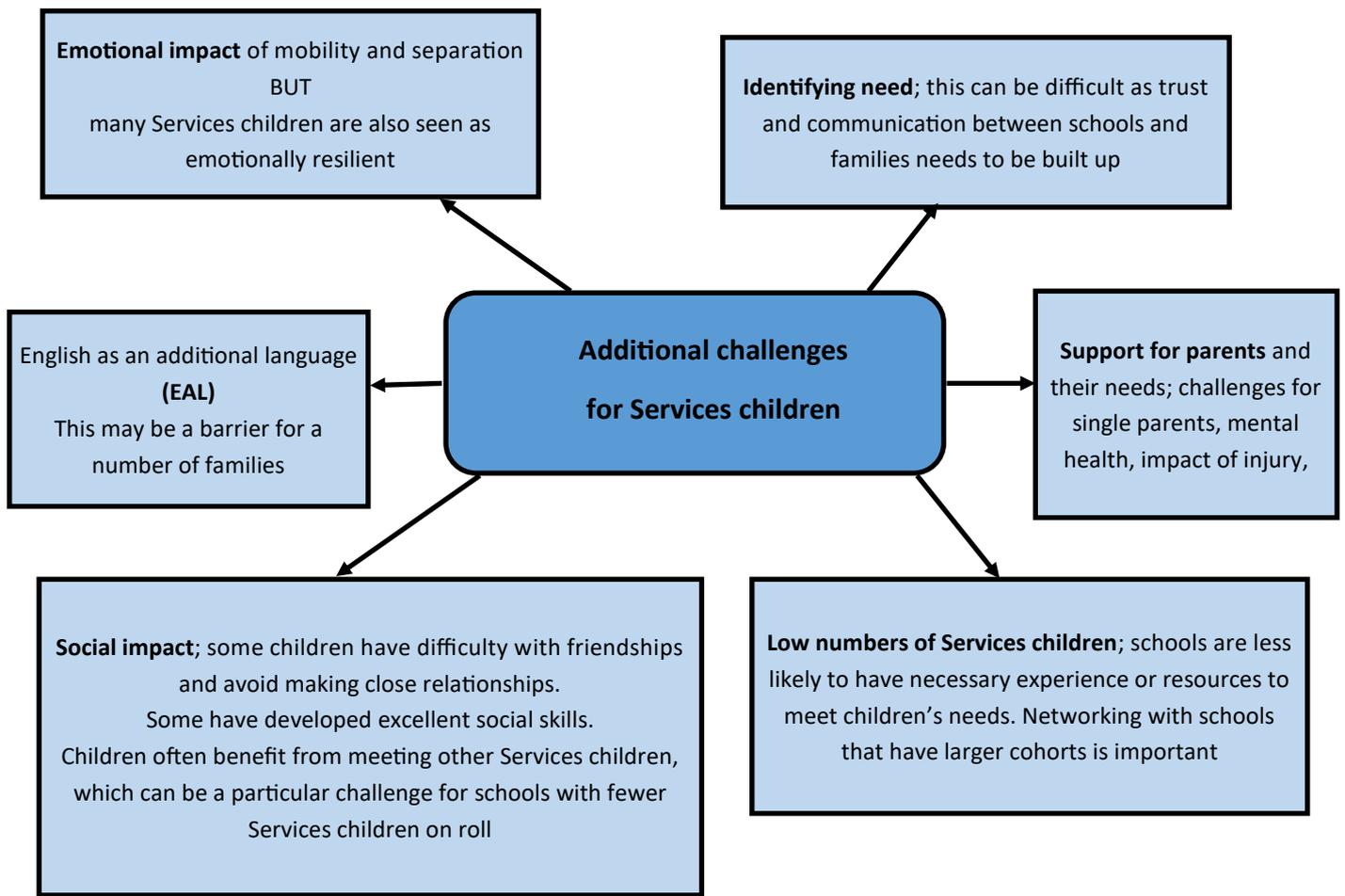
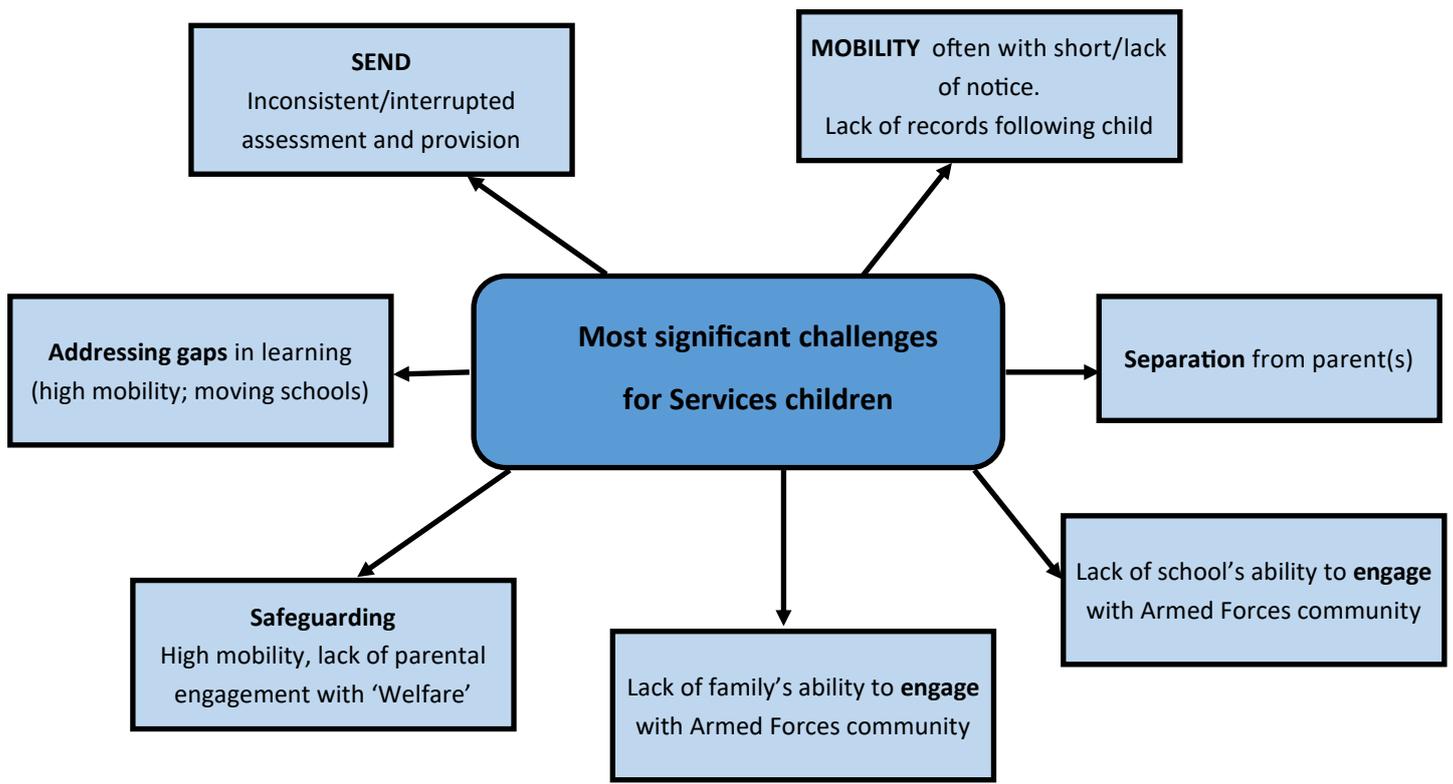
## **The Voice of Schools Supporting Service Children in England**

A report by SCISS (Service Children in State Schools) 2020-2021

This research was done to find out how best schools can support Service Children, taking into account their own circumstances and numbers of Service children on roll.

It identifies effective practice that in turn aims to improve outcomes.

Please see an overview of the results



## How have schools used the Services Pupil Premium?

Specific resources and activities focused on SPP children include;

76% - emotional support for children

48% - participation in enrichment events (increasing Cultural Capital, after school clubs etc)

47% - targeted catch-up/academic support to fill any gaps

More than 50% of participating schools identified the need for support and information in relation to the use of SPP funding

**Schools with small cohorts in particular wanted examples of best practice for spending. Government guidance does have some examples of spending, but many of the schools cited either have relatively large cohorts of Services children, or are secondary schools.**

**Key message for all practitioners and agencies** is to recognise the adaptability and resilience of many Services children. These are strengths that should be built on; but may mask a need for support and/or be a barrier to engagement.

### Major priorities for SCISS;

- \* A focus on guidance and best practice; examples to support schools
- \* A focus on supporting schools to meet the emotional needs of Services children

### Next Steps;

- \* Agree a way forward with findings from consultations
- \* An appropriate balance was needed between addressing the wide range of challenges that were identified by many, and the acute challenges faced by some sub-groups
- \* Act upon areas of challenge with greatest need for support; separation from parents (emotional support), communication with the Armed Forces (especially contact with local bases), support for schools with low numbers of Services children, and support to address the impact of mobility

### Southbourne Infant School response to the SCISS report and next steps

- Address the challenges that come with so few Services children at our school
- Consult with Services families about prioritising future funding
- Continue to investigate guidance and best practice examples of use of funding
- Ask local schools for examples of good practice. Also ask TICPS; even though they have a very high number of Services children and a very different cohort they may have practices that we can adopt