



# Debden Primary Academy

## Pupil and Service Premium Statement: 2024-25 to 2027-28

### Three Year Plan – Initial Plan: November 2024

This statement details our school's use of pupil premium and service premium funding to help improve the attainment of our disadvantaged pupils and children from our service families.

It outlines our pupil and service premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

### School Overview

Detail	Data (October 2024 census)
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	9% (14 pupils)
Proportion (%) of service premium eligible pupils	47% (71 pupils)
Academic year/years that our current pupil premium strategy plan covers	<b>2024-2025</b> 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matt Hawley, Head of School
Pupil premium lead	Matt Hawley, Head of School
Governor / Trustee lead	Tom Caster, Chair of Governors

### Pupil Premium

### Pupil Premium - Funding Overview

Detail	Amount (allocation based on 2021-22 census data)
Pupil premium funding allocation this academic year	£17,760 (1480 x 12 pupil premium children)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£17,760</b>

## Pupil Premium - Statement of Intent

At Debden Primary Academy, our overarching vision is to be a highly-purposeful, caring Christian community, in which our children:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals;
- Become equipped with the learning and communication skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our intention is that all pupils, irrespective of their background or the challenges they face, should be able to reach these goals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, particularly with regards to making strong academic progress and achieving high levels of attainment.

An integral part of our approach is considering the specific and ever-changing needs of the children in our care (owing to the large proportion of service children, and our recent growth, our school roll is extremely transient – over a third of children currently at the school have been on our roll for less than a year). We will consider the challenges faced by our children, and plot timely and research-approved actions and interventions to fulfil their needs. The activity we have outlined in this statement is also intended to support the needs of children that we have identified as vulnerable, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure that the strategies that we adopt are effective, we will:

- Ensure that disadvantaged pupils are appropriately challenged and engaged in learning;
- Identify areas of need rapidly, to ensure that interventions are swiftly implemented;
- Ensure that interventions and strategies are research-approved, with proven results;
- Ensure that all staff take responsibility for disadvantaged pupils' outcomes, and raise expectations of what they can achieve – a culture of collective efficacy is vital.
- Systematically monitor the impact of our actions, utilising rigorous assessment.

## Pupil Premium - Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Academic Attainment	On entry to Reception class over the past 3 years, 67% of disadvantaged children (4 out of 6) have arrived below age-related expectations. This compares to 27% (2021), 37% (2022) and 23% (2023) of other pupils. Whilst they make slightly more rapid progress than their peers, an attainment gap still remains between PP children and their peers at the end of KS2.
2 Speech and Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4 Writing	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6 Behaviour and Wellbeing	Our assessments, records and observations demonstrate that disadvantaged children are more likely to be involved in serious behaviour incidents than their peers. They are also more likely to require social, emotional and wellbeing support and interventions. These findings are supported by national studies.

## Pupil Premium - Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Please note that, due to the extremely small number of disadvantaged children who will reach the end of KS2 by the end of this cycle, (only 3 children out of the 15 disadvantaged children currently on roll) we have opted to record the children's progress over time as our predominant measure within the success criteria.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations using the 'Communication Trust' framework indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
Sustained improvements in reading progress for disadvantaged pupils.	Scaled scores achieved in PIRA and SATs tests demonstrate that all (100%) of disadvantaged children make better than expected progress over a sustained period of time (they continually exceed their prior scaled scores).
Sustained improvements in writing progress for disadvantaged pupils.	Independent writing folders demonstrate that all (100%) of disadvantaged children exceed the expected rate of progress over time (age-standardised judgements demonstrate this improvement, e.g. moving from WTS to WTS+ to EXS, etc.)
Sustained improvements in maths progress for disadvantaged pupils.	Scaled scores achieved in PUMA and SATs tests demonstrate that all (100%) of disadvantaged children make better than expected progress over a sustained period of time (they continually exceed their prior scaled scores).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of positive behaviour and wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student, behaviour incident forms and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Pupil Premium - Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>E.g. PIRA, PUMA, GAPS, ELLI Communication Trust, Talkboost, etc.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4, 5</p>
<p>Continued subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Bug Club</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 3</p>
<p>Funding for additional LSA coverage, to support children across all classes, and to provide cover to enable identified children to receive interventions.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>All</p>
<p>Review strategies for giving feedback to all pupils to</p>	<p>Providing effective feedback is well evidenced as having a high impact on learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2, 3</p>

ensure that they are clear of their next steps.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that staff are appropriately trained, and that the school is appropriately resourced, to enable intervention to work effectively.</p> <p>Release time/ class cover for staff to carry out intervention.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p>	1 3 4 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3
<p>Additional LSA time towards interventions and small-group tuition. Purchase of necessary interventions programmes proven to boost children's progress in identified areas (e.g. Numbots/ TT Rockstars maths interventions).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 3 4 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for the training of qualified learning mentors. Learning Mentor sessions carried out by qualified TAs for identified pupils.	Mentoring is shown to have a positive impact on children's behaviour and wellbeing. It is also noted to have a small positive impact upon their attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	6 1
Promote parental engagement by hosting workshops and events and signpost specific family help when needed.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage such as attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3, 4
Provide enrichment opportunities for all pupils to increase aspirations, engagement, and enjoyment. This may be, but not limited to, funding music lessons, extra-curricular clubs and trips.	Arts participation and experiences rich in language can increase confidence and engagement of all pupils and narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £17750**

## Service Premium

### Service Premium - Funding Overview

Detail	Amount (allocation based on 2023-24 census data)
Service premium funding allocation this academic year	£24,140 (340 x 71 service premium children)
Service premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£24,140</b>

### Service Premium – Statement of Intent

At Debden Primary Academy, our overarching vision is to be a highly-purposeful, caring Christian community, in which our children:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our intention is that all pupils, irrespective of their background or the challenges they face, should be able to reach these goals. The focus of our service premium strategy is to support children whose parents work within the armed forces, to help to ensure that they make strong progress and achieve well in all areas of school life. At Debden Primary Academy, owing to proximity to the local Carver Barracks, a large proportion of children on roll (on average, around 40-50%) are service children in receipt of this funding.

In some cases, the academic progress/ attainment, learning skills, engagement, or wellbeing of service children may have been affected by the some of the unique challenges that accompany military life, including high levels of school mobility, dealing with parents' deployments, and in some cases, grief and loss.

An integral part of our approach to service premium spending is a consideration of the specific and ever-changing needs of the service children in our care. Upon a service child's arrival at our school, we embed systematic induction processes to enable us to support their transition, assess their individual needs and challenges. This enables us to provide swift, research-proven support to enable them to thrive, both academically and pastorally.



We also want service children (as with all of the children in our care) to feel proud of their identity and their communities. We hold a number of events and activities throughout the year with the specific aim of developing service children’s characters and sense of identity. We encourage high levels of communication and empathy across all staff and students, and have delegated staff members, including learning mentors, with responsibility for supporting service children throughout difficulties and challenges that they face.

To ensure that the strategies that we adopt are effective, we will:

- Ensure that service children are appropriately challenged and engaged in learning;
- Identify areas of need rapidly, to ensure that interventions are swiftly implemented;
- Ensure that interventions and strategies are research-approved, with proven results;
- Ensure that all staff take responsibility for service children’s outcomes, and raise expectations of what they can achieve – a culture of collective efficacy is vital.
- Systematically monitor the impact of our actions, utilising rigorous assessment – including assessing the progress and attainment of service children in comparison with non-service children, in order to continually develop the effectiveness of our approaches.

## Service Premium - Challenges

This details the key challenges to achievement that we have identified among our service premium pupils.

Intended outcome	Success criteria
1 Academic Attainment	On entry to Reception in 2023-24, only 44% (4/9) of service children were at a point in their learning where they would be expected to reach GLD. This compared to 81% (13/16) of non-service children. An entry attainment gap of over 15% has existed in each of the last 5 years. Likewise, across the school, of the 11 service children who joined the school across 2023-24, only 5 (45%) were assessed at the expected standard. This compared to 72% of non-service children. However, there is increasing evidence that the school closes these gaps over time – gaps are narrower, but still present in a number of key areas – by the end of KS2.
2 Speech and Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some service pupils. These are evident from Reception through to KS2.
3 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest service pupils generally do not attain as well in phonics as other children at the school. This negatively impacts their development as readers, and impacts their attainment in other subject areas.

4 Writing	Internal and external (where available) assessments indicate that writing attainment upon entry among service pupils is significantly below that of non-service children, particularly in younger year groups. This has proven to be the subject in which attainment gaps between service and non-service children are the most stubborn.
5 Maths	Internal and external (where available) assessments indicate that maths attainment upon entry among service pupils is significantly below that of non-service pupils.
6 Wellbeing	3 years ago, our assessments and observations indicated that a greater proportion of service children at the school had a negative self-perception of their wellbeing and their enjoyment of school. These findings were supported by national studies. Thanks to a number of school-wide measures (that we would like to continue) at the end of 23-24 there was no discernible gap between the self-perceived happiness of service and non-service children.
7 Behaviour	Whilst behaviour at the school is good, and serious behaviour incidents are relatively rare, scrutiny of our behaviour records shows that service children are generally involved in more behaviour incidents than their peers. Across 2021-22 to 2023-24, service children were involved in around 80% of the total behaviour incidents in the school (service children have made up less than 50% of the school's roll across most of this time). This was actually an increase from 71% in 2020-21. This is a predominant area for development in the new strategic plan.

## Service Premium - Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Please note that due high levels of mobility in our service children cohort, we use progress over time within our success criteria, (rather than end of KS2 attainment). Many children leave the school before they reach the end of KS2, and new children arrive at the school late in KS2, decreasing the validity of using such a measure.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among service pupils.	Assessments and observations using the 'Communication Trust' framework indicate significantly improved oral language among service pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Sustained improvements in reading progress for service pupils.	Scaled scores achieved in PIRA and SATs tests demonstrate that almost all (90%+) of service children make at least expected progress over a sustained period of time (at least matching their prior age-standardised

	scores), and the majority of service children (50%+) make better than expected progress (they continually exceed their prior scaled scores).
Sustained improvements in writing progress for service pupils.	Independent writing folders demonstrate that almost all (90%+) of service children make at least the expected rate of progress over time (matching their prior age-related judgements) and the majority of service children (50%+) make better than expected progress (age-standardised judgements demonstrate this improvement, e.g. moving from WTS to WTS+ to EXS, etc.)
Sustained improvements in maths progress for service pupils.	Scaled scores achieved in PUMA and SATs tests demonstrate that almost all (90%+) service children make at least expected progress (at least matching their prior age-standardised scores) and the majority of service children (50%+) make better than expected progress over a sustained period of time (they continually exceed their prior scaled scores).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our service pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To further improve behaviour across the school, particularly with regards to our service pupils.	Sustained positive behaviour from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• significant reduction of behaviour incidents (and proportion of behaviour incidents involving service children compared to the wider school cohort.</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

## Service Premium - Activity in this Academic Year

This details how we intend to spend our service premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>E.g. PIRA, PUMA, GAPS, ELLI Communication Trust, etc.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 3, 4, 5
<p>Funding for time/staffing, training and materials for transition processes and assessment, to reduce the impact of moving schools for service children.</p>	<p>Attainment is affected by mobility, with only 46.7% of service children achieving the expected standard when attending 4 or more schools.</p> <p><a href="https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf">https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf</a></p>	1 2 3 4 5
<p>Funding for additional LSA coverage, to support children across all classes, and to provide cover to enable identified children to</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	All

receive interventions.		
Continued subscription towards a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Bug Club Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
Review strategies for giving feedback to all pupils to ensure that they are clear of their next steps.	Providing effective feedback is wellevidenced as having a high impact on learning outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2, 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
Funding for support of multi-agencies (e.g. EPs) to swiftly identify SEND need amongst service children and	Research has highlighted the struggle service families face with attaining/ maintaining appropriate support when child moves school – especially difficulty in going through EHCP process.	1 2 3 4 5

strategise accordingly.	<a href="https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf">https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf</a>	
Ensure that staff are appropriately trained, and that the school is appropriately resourced, to enable intervention to work effectively.  Release time/ class cover for staff to carry out interventions	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a>	1 3 4 5
Additional LSA time towards interventions and small-group tuition. Purchase of necessary interventions programmes proven to boost children's progress in identified areas (e.g. Numbots/ TT Rockstars/ precision monitoring spelling interventions).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3 4 5

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

*Budgeted cost: £6,140*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Funding for the training of qualified	Mentoring is shown to have a positive impact on children's behaviour and wellbeing. It is also noted to have a small positive impact upon their attainment.	6 7 1

<p>learning mentors. Funding for learning mentor sessions from LSAs qualified in learning mentoring.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
<p>Funding for staffing for additional clubs to take place at lunchtimes, (e.g. sports coaches) allowing those who board the barracks bus to attend extracurricular activities.</p>	<p>There is a small positive impact of physical activity on academic attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Employers in the UK labour market increasingly demand soft skills – and these types of skills (which may be developed via extracurricular activities) could be an important factor in driving intergenerational social mobility. Social Mobility Commission: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	
<p>Wider range of lunchtime teacher led clubs, including in music, sport, arts, languages and science/innovation.</p>	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p>	<p>1, 6, 7</p>
<p>Funding to allow for service premium music lessons to be subsidised (initially by 10%)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It can promote academic achievement by up to 3+ months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 6, 7</p>
<p>Additional wellbeing measures to ensure that service children have</p>	<p>e.g. school uniform fund. Regular ‘dandelions’ assemblies, opportunities and trips to build strong sense of identity and self-confidence.</p>	<p>6, 7</p>

high self-esteem	Service children's morale and self of worth has been shown to be affected by feeling of 'not fitting in' after moving schools. <a href="https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf">https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf</a>	
Promote parental engagement by hosting workshops and events and signpost specific family help when needed.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage such as attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £24,140**