



Debden Primary Academy

Pupil and Service Premium Statement: 2021/22 – 2023/24

November 2021 – Initial Plan

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data (October 2021 census)
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	6%
Proportion (%) of service premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matt Hawley, Head of School
Pupil premium lead	Matt Hawley, Head of School
Governor / Trustee lead	Lin Stephenson, Chair of Governors

Pupil Premium

Pupil Premium - Funding Overview

Detail	Amount (allocation based on 2020-21 census data)
Pupil premium funding allocation this academic year	£5,380 (1345 x 4 pupil premium children)
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7,380

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 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, 100% of disadvantaged children (4 out of 4) have arrived below age-related expectations. This compares to 25% (2019), 39% (2020) and 17% (2021) of other pupils. Whilst they progress in line with other children, this gap remains relatively steady to 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 Wellbeing	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. 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 1 child out of the 8 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 wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £3000

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 3</p>
<p>Funding for additional LSA, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>

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

Budgeted cost: £2780

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>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	1 3 4 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Disadvantaged children will be prioritised for this support.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3 4 5

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for the training of qualified learning mentors. Funding for learning mentor sessions.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	6 1
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: £7380

Service Premium

Service Premium - Funding Overview

Detail	Amount (allocation based on 2020-21 census data)
Service premium funding allocation this academic year	£14,570 (310 x 47 service premium children)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14,570

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 2020-21, 64% (7/11) of service children were working towards curriculum expectations, compared to 25% (2/8) of other children in their year group. Indeed, at the start of 2021-22, there is a large attainment gap between service and non-service children across all year groups in Key Stage 1. However, there is increasing evidence that the school closes these gaps over time – gaps are narrower in KS2. Furthermore, there was no significant difference between the attainment of service and non-service Year 6 children at the end of 2020-21.
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 Wellbeing	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
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. In 2020-21, service children were involved in 71% of the total behaviour incidents in the school (service children made up 50% of the school's roll at the time).

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 to 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
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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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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"> • significant reduction of behaviour incidents (and proportion of behaviour incidents involving service children compared to the wider school cohort.

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| | <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations |
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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: £7900

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf</p>	1 2 3 4 5
<p>Funding for additional LSA, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	All

receive interventions.		
Purchase of a DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 3

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

Budgeted cost: £3620

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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 3
Funding for support of multi-agencies (e.g. EPs) to swiftly identify SEND need amongst service children and strategise accordingly.	Research has highlighted the struggle service families face with attaining/ maintaining appropriate support when child moves school – especially difficulty in going through EHCP process. https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf	1 2 3 4 5
Ensure that staff are appropriately trained, and that the school is appropriately resourced, to enable	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.	1 3 4 5

intervention to work effectively. Release time/ class cover for staff to carry out interventions	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Disadvantaged children will be prioritised for this support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 3 4 5

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

Budgeted cost: £3550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for the training of qualified learning mentors. Funding for learning mentor sessions.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	6 7 1
Funding for additional clubs to take place at lunchtimes, allowing those who board the barracks bus to attend	There is a small positive impact of physical activity on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 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	

extracurricular activities.	important factor in driving intergenerational social mobility. Social Mobility Commission: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
Additional wellbeing measures to ensure that service children have high self-esteem	e.g. school uniform fund, funding for school trips etc. Regular 'dandelions' assemblies, opportunities and trips to build strong sense of identity and self-confidence. Service children's morale and self of worth has been shown to be affected by feeling of 'not fitting in' after moving schools. https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/06/KIN-AND-COUNTRY-Growing-up-as-an-Armed-Forces-child.pdf	
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: £14,570

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

There were only four pupil premium eligible children at the school throughout the academic year 2020-21.

Three of these children (siblings) arrived at the school in early 2019, with all 3 working far below the age-related expectations across all subject areas. 1 of these children was also granted an EHCP due to identified SEND needs.

Despite all 3 of these children continuing to work below curriculum expectations, they made considerable progress across the last academic year. For example, the child in year 3 (working 2 years below his age-related standards) progressed from scoring a standardised score of 84 on an Autumn Year 1 PIRA paper at the beginning of the year, to scoring 114 in the Year 1 Summer paper at the end of the year. In maths PUMA tests, they scored 80 on the Year 1 Autumn paper, reaching 104 by the end of the year. Likewise, the child in year 2 (working towards their own age-group expectations) scored 76 on an Autumn reading paper, and reached 96 by the Summer paper. In maths they progressed from a score of 78 in Autumn to 93 in Summer. It is worth noting that these increases are despite the increasing difficulty of the papers (and standardised score thresholds) throughout the academic year.

There was 1 Reception child at the school eligible for pupil premium. They started at the school in November (having not attended school prior to this) and made strong progress, but did not meet the GLD in July.

Service Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

It is clear that the school's prior service premium measures had a notable impact on the progress and attainment of children who departed the school at the end of KS2. The 5 service children in Year 6 (who had all been at the school for a minimum of 2 years) marginally out-performed their non-service peers in reading, writing and mathematics attainment, despite possessing slightly lower attainment outcomes at the end of KS1.

100% (5/5) service children met the expected standard in reading, compared to 75% of non-service children. 80% (4/5) of service children met the expected standard in writing, compared to 64% of non-service children. 80% (4/5) of service children reached the expected standard in maths, compared to 75% of non-service children.

It is clear that efforts need to be redoubled to achieve the same successes with younger year groups, where the attainment gap between non-service and service children is perhaps more stark than it has ever been. For example, only 50% (4/8) of service children reached the expected standard in writing at the end of Key Stage 1, compared to 71% of their peers.

Student and parent audits have highlighted that service families are generally happy in the school, and this is perhaps underlined in the rapid increase in the number of service children in the school (many have arrived from other schools, citing positive reports from other parents). There was no discernible difference in the self-identified morale of service children and non-service children.

Whilst behaviour at the school is generally good, a behaviour trend regarding service children did emerge in 2020-21. Scrutiny of our behaviour records shows that service children are generally involved in more behaviour incidents than their peers. In 2020-21, service children were involved in 71% of the total behaviour incidents in the school (service children made up 50% of the school's roll at the time). Our revised service premium plan will aim to address this from 2021-22.