

# SERVICE PREMIUM STRATEGY DOCUMENT

## SECONDARY PHASE

### 2020-21



The Gosport & Fareham Multi Academy Trust is committed to the belief that every student has the right to achieve their potential. This ethos motivates all of the members of our community to support our students in their learning and promotes high expectations and challenge for all. The Service Pupil Premium grant provides a funding allocation of £310 per student for children from Service families who the Department for Education recognise to have specific and unique pastoral challenges and forms part of the Government's commitment to delivering the Armed Forces Covenant. When all students arrive at one of our schools, we are committed to knowing, understanding and supporting their family situations, it is our utmost priority to ensure all Service family children feel resilient, confident and aspirational throughout their time at our school and support them through periods of greater pastoral need.

Current Profile												
Year	2020-21		Estimated number of Pupils eligible for Service PP							Breakdown of PP pupils		
					Y7	Y8	Y9	Y10	Y11			Total
				BH	39	40	48	52	45			224
				BP	19	24	28	36	43			150
			GFM <small>Secondary</small>	58	64	72	78	86	<b>374</b>			
Number on role			Total Service PP budget	£115,940						FSM	Service	LAC
	BH	BP										
	2201	1301										
Date of statement	October 2020		Review Date(s)	April 2021							374	

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Percentage reaching expected standard	Service Outcomes			Non-service Outcomes		Gap (Between service and non service)	
Overall Progress 8	BH	BP	Gap (2019)	BH	BP	BH (2019)	BP (2019)
	0.26	-0.22	-0.48 (-0.66)	-0.01	-0.72	0.27 (+0.096)	0.50 (-0.28)
English Progress 8	BH	BP	Gap (2019)	BH	BP	BH	BP
	0.09	-0.21	-0.30 (-0.63)	-0.08	-0.69	0.17 (+0.128)	0.48 (-0.34)
Maths Progress 8	BH	BP	Gap (2019)	BH	BP	BH (2019)	BP (2019)
	0.34	-0.23	-0.57 (-1.01)	0.12	-0.72	+0.22 (+0.246)	0.49 (-0.2)

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#### Attendance data: September 2020 - December 2021 - Service

Service			Non service			Gap		
	BH	BP		BH	BP		BH	BP
Y7	94.13	96.81	Y7	91.47	94.8	Y7	2.66	2.01
Y8	92.83	97.55	Y8	89.76	93.77	Y8	3.07	3.78
Y9	88.68	95.94	Y9	87.73	92.64	Y9	0.95	3.3
Y10	92.24	94.65	Y10	87.64	90.1	Y10	4.6	4.55
Y11	91.33	90.8	Y11	90.45	88.4	Y11	0.92	2.4
Average	91.56	94.62	Average	90.6	92.25			

#### Behaviour points : September 2020 - December 2021

Service			Non service			Gap		
	BH	BP		BH	BP		BH	BP
Y7	2.03	N/A	Y7	3.44	N/A	Y7	1.41	N/A
Y8	2.33	N/A	Y8	3.59	N/A	Y8	1.26	N/A
Y9	3.05	N/A	Y9	4.13	N/A	Y9	1.08	N/A

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Y10	1.14	N/A	Y10	2.84	N/A	Y10	1.70	N/A
Y11	0.03	N/A	Y11	1.20	N/A	Y11	1.17	N/A
Average	1.76	0	Average	3.09	0			

Achievement points: September 2020 - December 2021								
Service			Non service			Gap		
	BH	BP		BH	BP		BH	BP
Y7	22.64	3.71	Y7	22.64	3.82	Y7	0	-0.11
Y8	16.59	5.54	Y8	16.38	5.80	Y8	0.21	-0.26
Y9	15.93	6.13	Y9	19.18	6.63	Y9	-3.85	-0.50
Y10	4.06	4.05	Y10	8.42	4.77	Y10	-4.36	-0.72
Y11	0.39	2.91	Y11	4.12	2.09	Y11	-3.73	0.82
	12.27	4.36	Average	14.35	4.91			

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Impact ed data - Sept 2020 - Nov 2020 change - Only data from students who have completed both assessments - Sept 2020 and Nov 2020								
Service			Non service			Gap		
	BH	BP		BH	BP		BH	BP
Y7	-0.44	-1.6	Y7	-0.57	-1.01	Y7	0.13	-0.59
Y8	0.03	-0.5	Y8	0.06	-0.49	Y8	-0.03	-0.01
Y9	0.25	-2.46	Y9	0.72	0.33	Y9	-0.47	-1.99
Y10	0.12	-0.14	Y10	0.35	0.84	Y10	-0.23	-0.98
Y11	0.58	0.08	Y11	0.43	0.32	Y11	0.15	-0.24
Average	0.07	-0.6	Average	0.10	-0.13			

The impact of the funding allocations and improvements outlined in the PP strategy for academic year 2019 - 20	
Action	Impact
To further improve engagement and outcomes for all Service Pupils across	<ul style="list-style-type: none"> <li>Bay House Service Children are currently out performing the national average for Service Children through the provision KS4 progress 8 data outlined. Although there remains a significant gap at sister school Brune Park - however this is above the national average for disadvantaged outcomes. BP = -0.22 whereas national disadvantaged outcomes are -0.40. Although this could be explained by the different arrangements for exams in 2020.</li> <li>Attendance data from September 2020 to December 2020 shows that students in receipt of the service premium are attending</li> </ul>

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the Secondary Phase in achieving greater attainment progress and attendance

more than their non service peers. However one area of focus is Y9 at BH, but this might be explained by the increased number of bubble closures.

- Behaviour points are not yet tracked at Brune Park, but do show at Bay House that students in receipt of the service premium are receiving less than their non service peers. On the other hand students in receipt of the service premium are gaining less achievement points than their non service peers, with this being particularly stark at Bay House across Years 9-11.
- Impact ed shows that there has been a greater increase in anxiety by students in receipt of the service premium than their non service peers. This is seen most prevalently in Years 9 and 10 at both schools.
- Observations and monitoring throughout the last year highlight that the vast majority of teaching at Bay House is good or better in all year groups, whereas this is still not the case at Brune Park.
- A significant number of Service Children have received behaviour points for 'no homework' during the last academic year which has a direct impact on progress and outcomes.
- As a result of ongoing PL for staff to develop quality first teaching through co-planning sessions, staff meetings and briefing and LCP/ MLT for middle leaders the impact has been that there have been a greater number of lesson drop ins with teachers meeting expectations
- As a result of all staff working with Tom Bennett (external) at Brune Park - to address behaviour management (identified intervention for selected staff) in the classroom departments have developed their own strategy for managing behaviour to support the learning of all students - a consequence of this is that teachers are now starting to own their own classrooms and less back ups have been received compared to this time last year. this is yet to become embedded and this is an ongoing school target.
- Rewrite of assessment pathways strategy to support planned curriculum within departments to allow all students access to the curriculum - further work is to be completed regarding differentiation within the classroom and across the GFM.
- Optional PL menu that allows staff to identify personal needs - SL and AHT encouraging staff to attend necessary sessions
- There has been an increased awareness of how to support Service pupils across the GFM Secondary phase to ensure further engagement and more successful outcomes.
- Unifrog was introduced to schools across the Secondary Phase of the GFM, supporting all Service Premium Students with a Destinations and Career platform from KS3-KS5 enabling the school to track and monitor engagement with careers education, 1:1s advice and guidance, employers encounters and wider skill development. This platform allows Service families to have direct access anywhere in the world to view their child's progress on their destination pathways including supporting student

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choices with post 16 and Post 18 options. This will enable achievement of the Quality in Careers Standard.

To minimise the emotional impact of deployment and parents working away, on children and families.

- Students who attend a range of extracurricular activities across the Secondary phase, indicate that they find these helpful in supporting them during challenging times (deployment, working away from home). Engagement is higher in service students at Bay House, so there is work to do at the sister school Brune Park.
- ELSA support offered across the GFM Secondary phase by way of 1:1s and a more relaxed drop in to offer learning support and guidance.
- A full day of activities around team skills, resilience and confidence training, supported by a team from Military Mentors took place in July 2019 for all Service Children in KS3. This was cancelled in July 2020, but the plan is to run it again in 2021.
- Through the community curriculum there is a focus on enriching and developing their curriculum experiences and career aspirations. In doing this there is the opportunity to engage with a number of employers and visit exciting local attractions.
- Service Children targeted by the school for emotional support through engaging activities at lunch times on a weekly basis. School Pastors supply table tennis equipment, board games and mentoring throughout their time at school. This has had a significant impact. Students were able to talk openly about parental deployment worries during this time. School Pastors have been trained in 'passing on' information to SC Administrator/ HOYs or AHT so a wider support can be put into place for individuals where necessary. The plan is again to restart this in September 2021.
- Deployment support during this academic year where we have seen a significant impact in students remaining focused, motivated and positive during the time a parent was deployed. Evidenced through a consistency in behaviour and achievement logs for Service children.
- Developing working partnerships with local Naval bases, including HMS Sultan have proven highly successful with supporting a large number of Secondary students across the GFM in visits to the base and supporting engagement.
- Gosport schools have collaborated on more Service events e.g. GFM Remembrance events, Military Mentors day, visits to the Dockyard and HMS Sultan/ Collingwood. This collaboration has been a challenge by the wider global circumstances seen in 2020.
- All Service families across the Secondary phase were invited to attend the GFM Service Family Choir designed to support emotional impact and inclusion. The pandemic has halted this and there are plans to re launch from September 2021.

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- Copies of our Service Families Newsletter at Brune Park and Bay House have been published monthly which outlines key, significant events and support networks available to all Service Pupils and their families.

#### Key Challenges for Service Premium Pupils (Linked to school rationale, internal and external barriers for learning)

##### Tier 1 (*teaching*)

- Significant number of Service children in areas across the GFM are not making sufficient **progress** by the end of KS4 in line with their KS2 data
- The quality of teaching across all departments across the GFM is currently inconsistent
- Whilst there are small pockets of Service students outperforming non service students the gaps still remain with English and Maths.

##### Tier 2 (*targeted academic support*)

- Some Service students do not make enough progress at the end of both KS3 & KS4 in English and Maths
- Some Service children are not meeting expectations in **engaging with and completing home learning** which is impacting on in class progress

##### Tier 3 (*wider strategies*)

- The Secondary phase experienced a number of Service Pupils who left the school due to **mobility**. Some of our Service pupils experience **emotional impact** when a serving parent is deployed or works away.
- Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase.
- Students access to cultural capital within the curriculum is at times limited and inconsistent across the GFM

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**GFM strategy to overcome these barriers (*links to School Improvement Plan priorities for disadvantaged pupils (Extracts from SIP)*)**

<b>Area of Focus</b>	<b>Expected Impact</b>	<b>Actions</b>	<b>Evidence / rationale for chosen action.</b>	<b>Monitoring</b>
<b>Tier 1:Teaching</b>				

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<p><b>Quality first teaching</b> has a greater, more significant impact on progress made by Service Children across the GFM.</p>	<ul style="list-style-type: none"> <li>● Improved outcomes for Service Children.</li> <li>● Increase in number of lessons observed meeting expectations.</li> <li>● Increased student engagement and decrease in behaviour points for no homework.</li> <li>● Progress throughout KS3 must improve in English and Maths for all Service Children across the GFM in line with entry points.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to begin specifically planning - using ClassCharts for Service Children stretch and challenge.</li> <li>● Cross Secondary Phase Service Children planning meeting led by Service Child Coordinator delivered through PL.</li> <li>● Observations and teacher drop ins by SLT to include Service Child engagement and progress outline.</li> <li>● Data managers at both Secondary Schools to create a marksheet for Service Children where in-year progress is clearly mapped, shared and discussed with staff by RSL &amp; LMs.</li> <li>● Increase in teacher's following up with lack of engagement with communication home to ensure greater progress across KS3 and KS4 for all Service Children.</li> </ul>	<ul style="list-style-type: none"> <li>● Although outcomes in KS4 at Bay House are above the national average, there is a significant gap in progress and attainment at Brune Park and equity across the provision must improve.</li> <li>● A significant gap in Service Children progress 8 score across the secondary phase - the gap from last academic year is -0.48.</li> <li>● A significant gap across English and Maths outcomes at KS4 for Service Children exists between both schools.</li> </ul>	<ul style="list-style-type: none"> <li>● SLT observations and data analysis</li> <li>● Raising Standards Leaders</li> <li>● Line Managers</li> <li>● Governors visits</li> <li>● Data Tracking and Analysis at regular Aut/Spring/Sum intervals to be shared across GFM leadership &amp; staff</li> <li>● Service Children Coordinator</li> </ul>
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<p><b>Increased achievement and outcomes of Service Children</b> and to close the gaps between them and their peers across the GFM. Specifically, Service pupils' Progress 8 will be improved across the GFM</p>	<ul style="list-style-type: none"> <li>● Improved outcomes for Service Children.</li> <li>● Increase in number of lessons observed meeting expectations</li> <li>● Increased student engagement and decreased in detentions for no homework</li> <li>● Progress throughout KS3 must improve in English and Maths for all Service Children across the GFM in line with entry points</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to begin specifically planning - using ClassCharts for Service Children stretch and challenge.</li> <li>● Cross Secondary Phase Service Children planning meeting led by Service Child Coordinator delivered through PL.</li> <li>● Observations and teacher drop ins by SLT to include Service Child engagement and progress outline</li> <li>● Data managers at both Secondary Schools to create a marksheet for Service Children where in-year progress is clearly mapped, shared and discussed with staff by RSL &amp; LMs.</li> <li>● Increase in teacher's following up with lack of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Although outcomes in KS4 at Bay House are above the national average, there is a significant gap in progress and attainment at Brune Park and equity across the provision must improve.</li> <li>● A significant gap in Service Children progress 8 score across the secondary phase - the gap from last academic year is -0.48.</li> <li>● A significant gap across English and Maths outcomes at KS4 for Service Children exists between both schools.</li> </ul>	<ul style="list-style-type: none"> <li>● SLT observations and data analysis</li> <li>● Raising Standards Leaders</li> <li>● Line Managers</li> <li>● Governors visits</li> <li>● Data Tracking and Analysis at regular Aut/Spring/Sum intervals to be shared across GFM leadership &amp; staff</li> <li>● Service Children Coordinator</li> </ul>

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with communication home to ensure greater progress across KS3 and KS4 for all Service Children.

**Improve progress throughout KS3** in line with on entry starting points with a specific focus on Reading, English and Maths

- Improved outcomes for Service Children.
- Increase in number of lessons observed meeting expectations
- Increased student engagement and decrease in detentions for no homework
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- Staff to begin specifically planning - using ClassCharts for Service Children stretch and challenge.
- Cross Secondary Phase Service Children planning meeting led by Service Child Coordinator delivered through PL.
- Observations and teacher drop ins by SLT to include Service Child engagement and progress outline
- Data managers at both Secondary Schools to create a marksheet for Service Children where in-year progress is clearly mapped, shared and discussed with staff by RSL & LMs.
- Increase in teacher's following up with lack of engagement with communication home to ensure greater progress across

- Although outcomes in KS4 at Bay House are above the national average, there is a significant gap in progress and attainment at Brune Park and equity across the provision must improve.
- A significant gap in Service Children progress 8 score across the secondary phase - the gap from last academic year is -0.48
- A significant gap across English and Maths outcomes at KS4 for Service Children exists between both schools.

- SLT observations and data analysis
- Raising Standards Leaders
- Line Managers
- Governors visits
- Data Tracking and Analysis at regular Aut/Spring/Sum intervals to be shared across GFM leadership & staff
- Service Children Coordinator

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		KS3 and KS4 for all Service Children.		
<p>To implement a <b>high-quality Personal Development curriculum</b> through embedding the Big Idea to further widen engagement and breadth of curriculum offer for all students including, Service Children.</p>	<ul style="list-style-type: none"> <li>• Service Children along with all other GFM students are given the best possible experiences and life chances through our dynamic and exciting Personal Development Curriculum to ensure engagement in all curriculum areas.</li> <li>• As part of our GFM wide strategy for Increased Aspiration and Cultural Change the Personal Development curriculum offer will facilitate further growth, experience and a love of learning to enhance</li> </ul>	<ul style="list-style-type: none"> <li>• Further implementation of the Big Idea and Personal Development curriculum to broaden the provision and outcomes of all Service Children - with a particular focus on year 7 from September 2020. (This has been pushed back due to the pandemic)</li> <li>• Provision for Service Children to engage with includes; A.I technology, Faith &amp; Well being, STEM, Sports and Outdoors, Creative Arts and Humanities and Career encounters.</li> <li>• Military Mentors to offer further resilience and confidence training for all Service Children</li> </ul>	<ul style="list-style-type: none"> <li>• Current lack of aspiration amongst Service Children in pockets across the GFM</li> <li>• Poor engagement with extra curricular activities which stimulate engagement in learning and classroom progress traditionally from Service Children</li> <li>• Poor engagement with ELSA drop in sessions designed to support emotional literacy for Service Children</li> <li>• Enabling the Personal Development curriculum to further grow across the Secondary phase curriculum to generate wider engagement and participation whilst generating aspiration to drive progress and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Development Team</li> <li>• Community Curriculum Days</li> <li>• SLTs</li> <li>• LGC &amp; Board</li> <li>• Service Children Coordinator</li> <li>• MOD grant review</li> <li>• Reviews of curriculum - including 'deep dives'.</li> </ul>

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engagement and progress in outcomes.

#### Tier 1 - In Year Impact

- Review April 2021

#### Tier 2: Targeted intervention support

##### To reduce anxiety faced by service students

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>● Effective deployment of ELSA support from service coordinator to ensure that anxiety needs of service children are met</li> <li>● Reduction in the anxiety levels of service children</li> <li>● Greater progress and outcome data across KS3 and KS4</li> <li>● Increased reading ages across KS3</li> </ul> | <ul style="list-style-type: none"> <li>● Service coordinator to be deployed to service children who scored highly for anxiety on Impact Ed report</li> <li>● GFM Service Children Coordinator to closely monitor target children and changes across the GFM for Service Children and target students as when new ImpactEd data is collected.</li> <li>● Y11 listening ear service drop in run by the service coordinator during clubs and societies time.</li> </ul> | <ul style="list-style-type: none"> <li>● Service children have a greater anxiety than their non service peers as evidenced by changes in anxiety on the ImpactEd scores between September and November 2020.</li> </ul> | <ul style="list-style-type: none"> <li>● Monitoring by Service coordinator and senior link.</li> <li>● Further ImpactEd assessments when students return to school.</li> </ul> |
|--|--|---|--|

#### Tier 2 - In Year Impact

- Review April 2021
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#### Tier 3: Wider strategies

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<p><b>Careers and Aspirational Pathways</b> Provision for Service children to be clearly supported and mapped using Unifrog and wide participation and engagement in specific events throughout the year.</p>	<ul style="list-style-type: none"> <li>Wider careers and raising aspirations support/ intervention to be offered to all students choosing options during year 9 to include a Business in Education Seminar and Online mentoring for Service children. In addition to all Service students engaging actively with employers and Unifrog to support destination choices.</li> </ul>	<ul style="list-style-type: none"> <li>Setting high aspirations for all Service children by further developing links to Post 16 and 18 providers, employers and business. To further embed employer and further education encounters on the timetable for all students to support future and higher destination choices and ensure 0 NEETS.</li> </ul>	<ul style="list-style-type: none"> <li>Current lack of aspiration amongst Service Children in pockets across the GFM</li> <li>Parents unable to track destinations and careers pathways information for their children</li> <li>Poor engagement with extra curricular activities which stimulate engagement in learning and classroom progress traditionally from Service Children</li> </ul>	<ul style="list-style-type: none"> <li>SLTs across the GFM</li> <li>Careers and Raising Aspirations Leaders</li> <li>GFM Careers Lead</li> <li>Enterprise Adviser</li> <li>GFM Business &amp; Education Forum</li> <li>GFM Careers Adviser</li> <li>Unifrog tracking data across GFM</li> </ul>
<p><b>Community Curriculum</b> - Service family Engagement - Service family choir, Service family hub and parent conferences</p>	<ul style="list-style-type: none"> <li>Increase engagement with parents and clarity of provision for all Service Children across the GFM Secondary phase</li> <li>Work closely in developing relationships to</li> </ul>	<ul style="list-style-type: none"> <li>Current parental engagement is low and therefore promoting wider participation is essential to secure better outcomes for all Service Children</li> <li>Deployment acknowledgement across the Secondary phase is difficult, often both schools are not made aware of deployment - new online system set up with</li> </ul>	<ul style="list-style-type: none"> <li>Enabling the Personal Development curriculum to further grow across the Secondary phase curriculum to generate wider engagement and participation whilst generating aspiration to drive progress and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>SLTs across the GFM</li> <li>Careers and Raising Aspirations Leaders</li> <li>GFM Careers Lead</li> <li>Enterprise Adviser</li> </ul>

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	<p>sustain and improve outcomes, progress and settlement during times of turbulence and deployment</p> <ul style="list-style-type: none"> <li>• An improvement in parenting capacities and well being.</li> <li>• A greater understanding of their local environment. This will enhance a sense of belonging to the community.</li> </ul>	<p>a form for parents to complete enabling greater support where necessary during times of turbulence and deployment.</p> <ul style="list-style-type: none"> <li>• Implement family links parenting courses. There is link to the expression of interest list on the GFM secondary service web page</li> <li>• As part of our resettlement process parents are identified as part of the enrolment process. Initial home visits by the service coordinator. They are provided with a GFM resettlement guide, unique to the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Service families are transient, and often move around.</li> <li>• Service families are not always familiar with the local area. This means that they can find building relationships in the community challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• GFM Business &amp; Education Forum</li> <li>• GFM Careers Adviser</li> <li>• Unifrog tracking data across GFM</li> <li>• Service coordinator to monitor attendance at parenting courses</li> <li>• Engagement in Secondary service web page</li> </ul>
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<p><b>Tier 3 - In Year Impact</b></p> <ul style="list-style-type: none"> <li>• Review April 2021</li> <li>•</li> </ul>
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