



Service Pupil Premium (SSP) Strategy Statement 2024 – 2025

Cambrai Primary School

1. Summary Information					
School		Cambrai Primary School		Current Year	
Strategy Period		2024 – 2025		Total Current SSP Budget	
Total number of pupils		185	Number eligible for SPP		Date of next review
			101		Autumn 2025

The Service Pupil Premium focus is on pastoral care, guidance and support

Specific Challenges and Barriers to Overcome	
Service linked/contextual barriers	
1	Disrupted home life due to parent deployments and family mobility
2	The emotional and social impact of transition and movement between schools
3	Gaps in learning as a result of moving schools, sometimes from a different education system
4	SEND Support

What do we want to achieve?		
	Desired Outcomes	Success Criteria
1	Pupils are well supported when pastoral concerns are raised	<ul style="list-style-type: none">School Service Pupil champion attends SP training to provide pastoral supportSchool Service Pupil champion attends regular network opportunities to develop expertise in supporting pastoral needsParents have a point of contact in schoolService life is celebrated through whole school eventsChildren in school feel well supportedChildren are offered and signposted to enrichment opportunities (playtimes, lunchtimes and after school)

2	Pupils and families are welcome and supported during transition times of transition in and out of Cambrai	<ul style="list-style-type: none"> • Welcoming a new child checklist ensures that welcome visits are planned for all children • Hello/Goodbye display supports pupil at transition points • Transition sessions offered when appropriate • Service Children Ambassadors support new pupils to the school through a 'buddy' system • Children who are leaving have a secure hand over of needs by class teacher and are rewarded with a Cambrai badge, card and gift.
3	Pupils' wellbeing and confidence is supported through quick identification of barriers to learning with support in place to narrow the gap	<ul style="list-style-type: none"> • Rapid assessments in reading and maths during the first week ensure gaps in learning are quickly identified when pupils arrive • Progress tracking identifies and disaggregates service children • Appropriate interventions (pre-teaching, same day intervention, phonics etc) are in place to embed key skills • Personalised support through QFT is highly focused
4	Pupils with SEND are well supported – through Quality First Teach, targeted support and outside agency support as required	<ul style="list-style-type: none"> • Participating in the GAP project raises staff confidence in supporting and identifying SEN needs • SENCo has protected SEN time to ensure relevant paperwork is completed • High needs pupils are quickly identified • Conversations with previous schools happen before the children start at Cambrai so that their transition is seamless • Transition sessions offered for children who require them

1	2	3	4	Area of spend	Total Allocation
✓	✓		✓	Specific Pastoral Support	
✓	✓		✓	Deployment Support	
	✓	✓	✓	Curriculum Support	
	✓	✓	✓	SEND Support	
✓		✓	✓	Resources & Software	

Planned Expenditure 2024 – 2025			
Desired Outcome	Activity	Evidence that supports this approach	Cost
1	Ensure that emotional wellbeing support is available for identified children through 'Cambrai Troopers' support and designated lead for Service Children & Families	Working with Parents to Support Children's Learning (EEF) SCIPP Alliance - Listenint to Learn The Voice of Service Children	£9000
1	OPAL Play Leaders & Play staff available during playtimes	Lunchtimes have often been a time where children with emotional difficulties struggle the most. Additional support will mitigate this.	£1500
2	Bespoke induction for new pupils to the school with a member of SLT & Service Pupil Champion	Enables children to settle quickly and understand the routines and behaviours expected at Cambrai	Leadership time £2200
2	Ensure all children have access to at least one enrichment club each week – funded by the school. Ensure that all costs are met the school for additional experiences for children, where families cannot afford them.	When children have a broad set of rich experiences, they are able to develop their scheme more effectively – hanging new learning on prior learning and experiences. EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment	£3550
3	Additional phonics, reading and writing sessions targeted at Service Children who require further support. This includes more able children who have the potential to reach greater depth.	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 Writing Approaches in Years 3 to 13: Evidence Review	£5550

3	Digital Intervention Resources (TTRS, White Rose Infinity, Reading Plus)	EEF Recommendations (digital technology +4 months) Provides the children with targeted tasks to support progress.	£2500
4	Engagement with the GAP Project & thriving lives toolkit assessments	Engagement between Service families and school leadership. The 'Garrison ASSIST Project (GAP) PLUS' will establish a whole school- 'SEND for Service children' model and resources-across a cluster of eight schools, with a high percentage of Service pupils. Learning from this project will also be made available to other educational establishments Special Educational Needs in Mainstream Schools	Leadership Time £3800

Reviewed outcomes 2024 – 2025

Pupils are well supported when pastoral concerns are raised	<ul style="list-style-type: none"> • 'Cambrai Troopers' extra curricular club has been offered all year round for children facing deployment run by Service Children's advocate • A new Service Children's advocate has been appointed and in place, who attends all service children networks and CPD, and has dedicated release time to plan for and deliver bespoke support for children • Service Children's champion has designed a communication system for families to share information about upcoming deployment/separation and the emotional impact this may have on their child • Targeted pastoral support is then planned using this information • OPAL Play Leaders & Play staff are available during playtimes
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<p>Pupils and families are welcome and supported during transition times of transition in and out of Cambrai</p>	<ul style="list-style-type: none"> • Bespoke induction for new pupils to the school with Headteacher or Service Pupil Champion including a personalised visit to the school • 92% of Service Children have accessed at least one enrichment club across the school year, these have been funded by the school. • Service Children's Champion has enhanced already strong transitional planning for children entering the school including instant signposting to support for service families
<p>Pupils' wellbeing and confidence is supported through quick identification of barriers to learning with support in place to narrow the gap</p>	<ul style="list-style-type: none"> • Additional phonics, reading and writing sessions targeted have been targeted at Service Children who require further support. • Because of this, at all statutory data points service children in the school out-performed 'national other' • 95% of Service Pupils in Year 1 passed their phonics screening check • 100% of Service Pupils in Year 2 passed their phonics screening • 83% of Service Pupils in Year 4 scored full marks in the Multiplication Check • 75% of Service Children in Reception achieved a Good Level of Development.
<p>Pupils with SEND are well supported – through Quality First Teach, targeted support and outside agency support as required</p>	<ul style="list-style-type: none"> • Cambrai Primary School remained fully involved in all elements of the Garrison Assist Project (GAP) and as a results staff received high quality CPD • Outside agency support has been sought for children who require it, by specialist Service Children's Champion and also the school pastoral team.