



Service Pupil Premium (SSP) Strategy Statement 2025 - 2026

Cambrai Primary School

| 1. Summary Information | | | | | |
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| School | | Cambrai Primary School | | Current Year | |
| Strategy Period | | 2025 - 2026 | | Total Current SSP Budget | |
| Total number of pupils | | 211 | Number eligible for SPP | | Date of next review |
| | | | 114 | | Autumn 2026 |

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

| Specific Challenges and Barriers to Overcome | |
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| 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? | | |
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| | 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 have a bespoke offer of pastoral support when required |

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| | | <ul style="list-style-type: none"> Children 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 Detailed handover between current school and receiving school is always prioritised 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 | £16, 500 |
| ✓ | ✓ | | ✓ | Deployment Support | £ 5,750 |
| | ✓ | ✓ | ✓ | Curriculum Support | £17, 450 |

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| | ✓ | ✓ | ✓ | SEND Support | £6,300 |
| ✓ | | ✓ | ✓ | Resources & Software | |

| Planned Expenditure 2025 - 2026 | | | | | |
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| 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 | Provide bespoke 'drop in sessions' and targeted emotional wellbeing support through structured pastoral sessions | Working with Parents to Support Children's Learning (EEF) SCIPP Alliance - Listenint to Learn The Voice of Service Children | | | £6,000 |
| 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 | <p>Ensure all children have access to at least one enrichment club each week – funded by the school.</p> <p>Ensure that all costs are met the school for additional experiences for children, where families cannot afford them.</p> | <p>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</p> | | | £3550 |

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| 3 | <p>Additional phonics, reading and writing sessions targeted at Service Children who require further support.</p> <p>This includes more able children who have the potential to reach greater depth.</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> <p>Writing Approaches in Years 3 to 13: Evidence Review</p> | £5550 |
| | <p>To provide bespoke, teacher-led catch-up interventions in mathematics for service pupils new to the school, aiming to close attainment gaps and accelerate progress by at least six months over the academic year</p> | <p>Catch Up Numeracy (Catch Up Numeracy - first trial EEF), evaluated by the Education Endowment Foundation (EEF), demonstrated an average of +3 months' additional progress for pupils receiving the intervention compared to peers.</p> <p>The EEF Teaching and Learning Toolkit highlights that small group tuition can deliver up to +4 months of additional progress, especially when led by trained teachers and targeted to specific learning gaps.</p> <p>A review by the Department for Education emphasizes that early, targeted intervention in numeracy is crucial for preventing long-term underachievement and improving confidence and engagement Literacy and numeracy catch-up strategies</p> | £9,400 |
| 3 | <p>Digital Intervention Resources (TTRS, White Rose Infinity, Reading Plus)</p> | <p>EEF Recommendations (digital technology +4 months) Provides the children with targeted tasks to support progress.</p> | £2500 |

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| 4 | Engagement with the GAP Project & thriving lives toolkit assessments | <p>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</p> <p>Special Educational Needs in Mainstream Schools</p> | <p>Leadership Time</p> <p>£3800</p> |
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| Reviewed outcomes 2025 - 2026 | |
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