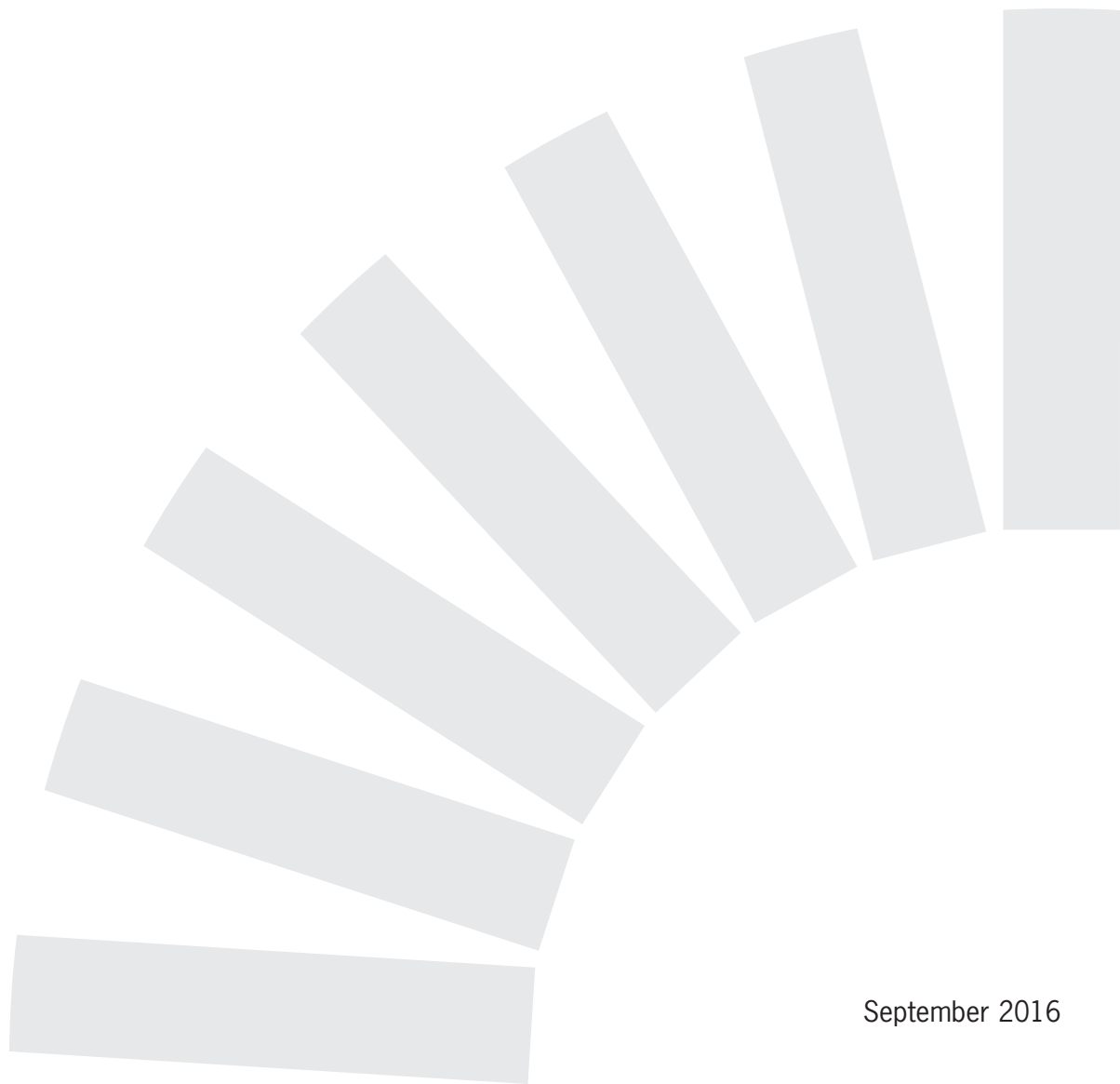


Supporting children and young people who are from families of service personnel

in Cambridge



September 2016



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1. Overview

This document outlines research carried out to see how well Service Children across Cambridgeshire are progressing academically and what interventions schools are using to support Service Children. It also refers to good practice across the country and relevant documentation from other agencies.

Data was collected from 28 schools and included information about 157 children. This information was collected through face to face meetings, phone calls, discussions with involved professionals and by email.

2. What support is there for Service Children nationally?

There are a number of different groups who support the education of Service Children. Service Children in state schools (SCISS) is a working group convened by Children's Education Advisory Service (CEAS). CEAS is a Ministry of Defence led, UK wide service and holds information about which schools have Service Children on roll.

CEAS is a tri-service organisation funded by the Ministry of Defence (MOD), established to provide information and support to Service families and eligible MOD civilians on all aspects of the education of their children in the UK and overseas. This includes supporting parents at meetings with schools, local authorities, and tribunals.

The Government has produced a handbook for schools to help them support service families and children. This document also outlines the role of the different groups.

3. What is the impact of being a Service Child?

Service children are often mobile and change schools within their education career. This is similar to other groups of children. The extent to which this mobility is a problem will depend on a variety of factors.

Possible problems for Service Children include:

- a sense of loss at each move
- extrovert or introvert behaviour, especially if a parent is on active service
- a dependency on adults and/or other children of service personnel (including siblings)
- delays or difficulties in identifying special needs/lack of continuity of provision for Special Educational needs and Disabilities (SEND).
- language difficulties (for children who have been learning in languages other than English)
- difficulties in making commitments to relationships with peers, adults and schools as a whole, the danger of disaffection
- possible gaps or overlaps in curriculum covered
- complications with public examinations courses
- poor school transfer of information which can lead, for example, to lack of challenge
- emotional and social development difficulties

Possible benefits for Service Children include:

- strengthened resilience
- adaptability
- the ability to socialise and make new friends quickly
- experience of travel
- experience of foreign languages and cultures
- independence/confidence
- a sense of perspective gained from a wider range of experiences than their 'civilian' peers

Of course these factors could be similarly relevant to any mobile child.

4. What is the impact of having Service Children within a school?

These are issues which SCISS Headteachers have identified:

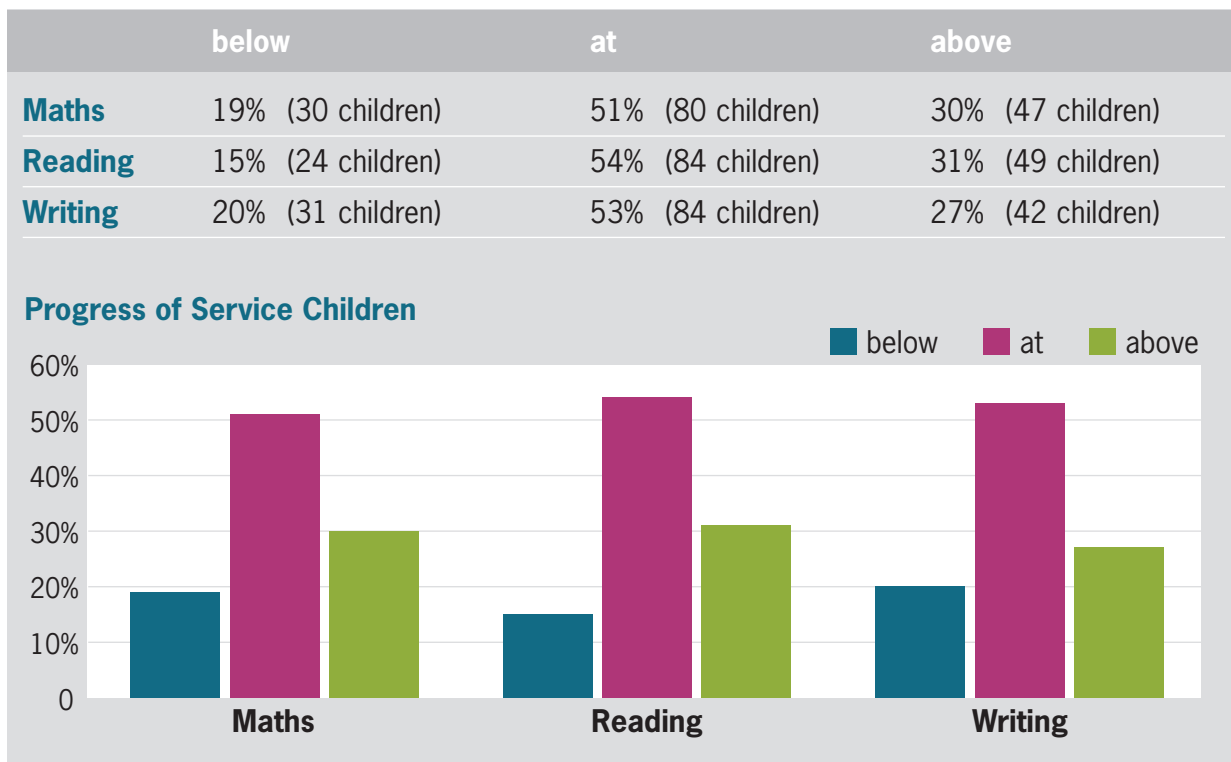
- the transfer and transit of useful information about pupils, including prior learning data
- different approaches to the curriculum and assessment in different UK countries
- meeting SEND needs quickly and effectively
- meeting children of service personnel's pastoral needs effectively and recognizing that many of them may need support settling in
- the availability of funding within the context of School Funding Reform, specifically for a mobile service pupil population
- the timing of the release of Age Weighted Pupil Funding (AWPU) funding, together with the implications of funding for staffing and curriculum planning
- the impact of mobility on the availability of material resources
- the administrative costs of mobility
- children may have already been taught or may have missed some of the curriculum
- term-time holidays
- the fairness and accuracy of Ofsted judgements on schools with mobile pupil populations
- stability of the parent community and availability of parent governors (more frequent induction and training may be required)
- effective liaison with the military community
- threats to the viability of small schools both because of the changing geographical profile of the military in the UK and because of changes to or delays in the planned movements of groups of service personnel
- an increased likelihood of pupils of service personnel engaging in a variety of risky behaviours and having behavioural, social or emotional difficulties

5. Cambridgeshire Service Children

Within Cambridgeshire there are around 380 Service Children. These children are spread across the county in varying numbers with a small number of schools having over thirty, some having about ten, and many having between one and four children. Therefore the practices within these schools vary. Some schools are able to provide a dedicated person to support children and families entering the school community. Others have a small amount of funding, through Service Pupil Premium, for Service Children.

There were a number of key findings from the data collected (157 children from Year Reception – Year 6. Teacher Assessment – end of Summer Term 2016).

- Service Children, across Cambridgeshire, make good progress (from their relative starting points)
- Where there are large groups of Service Children within a school the provision for meeting their needs is well established.
- Where schools quickly identified gaps in learning children were able to make progress and able to focus on their learning
- Where support networks and opportunities to share information are put in place prior to and on arrival children settle well and are able to get on with their learning.



- In Maths 81% of Service Children are making expected progress or above
- In Maths 30% of Service Children are more than expected progress
- In Reading 85% of Service Children are making expected progress or above
- In Reading 31% of Service Children are making more than expected progress
- In Writing 80% of Service Children are making expected progress or above
- In Writing 27% of Service Children making more than expected progress

The interventions used within Cambridgeshire schools to support Service Children are:

- Settling in on arrival with a trained Teaching Assistant
- Six weeks transition protocol on arrival, including assessment and 'on the spot' work to close the gap
- Visits funded with key worker/named person on entry
- In-classroom support with a Teaching Assistant
- Allocation of a learning mentor
- Social Skills group
- Guided work for identified areas of weakness
- Talk Boost – a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1)
- Precision teaching for phonics
- Additional teaching for spelling and grammar
- Precision teaching training for Teaching Assistants
- Grammar intervention for one term
- Early Birds – close the gap phonics group and grammar group
- Sentence Structure 1-1 with Teaching Assistant
- 1:1 Maths, Reading and Literacy
- Additional reading and phonics sessions
- Additional daily reading
- Project X Code Intervention
- Reading comprehension group (2 terms)
- Reading Recovery 1:2 or 3 in a group
- Inference training for teachers
- Focussed writing support
- Additional maths support
- Maths group for less able
- Close the gap number work
- Additional number work
- Gifted and Talented maths group
- High Ability Maths Extension 2 hours a week – 2 terms
- High Ability Maths Extension 2 hours a week – 2 terms
- More able maths support 2 hours weekly – 2 terms
- Music tuition funded
- Work sent home to consolidate weaker areas.

Case studies of good practice in using Service Pupil Premium show that the interventions used across Cambridgeshire are similar to those outlined.

6. Impact of Service Pupil Premium

Service pupil premium is £300 per annum. This funding is used well across schools, who submitted their data, and these schools were able to say how they were using the funding. Schools with larger numbers of children were able to support children with a wider range of packages and were able to offer settling in sessions. There was good practice seen where schools were supported additionally by forces personnel.

Schools with greater numbers of Service Children attending did use their websites to share information about the ways they were able to support their children. Identification of small cohorts of children is an issue when publishing data and schools are aware that they must think about this carefully.

The Education Endowment teaching and learning toolkit shows that assessment and strong feedback as well as marking and plugging the gaps in learning help children to make good progress. Evidence collected suggests Service Children are making good progress in Cambridgeshire and are well supported emotionally especially in schools where there is a larger number of children on roll. Getting to know the children and encouraging their families to be part of the school community has a strong causal effect on the child's ability to engage in learning and make good progress. Some schools are using their data systems well to identify needs and progress of their Service Children.

Having everything ready for a child when they start at school is one of the most important factors in ensuring children are in the best place to make good progress. Some schools make sure children have their books and coat pegs named engaging a Teaching Assistant to ensure this is in place. The child and the family may have a home visit similar to those carried out with Reception classes. The child should enter school with their pupil information profile (PIP) form. This is a transfer document which is consistent for all pupils in any school setting to support specific aspects of a pupil's background and learning. It contains information that supports a young person's future learning and parents are encouraged to bring this to the attention of their child's new school. The teacher should carry out an assessment, using the information from the PIP, on entry – getting to know the child and any gaps they may have in their learning. The teacher should also ensure parents are involved in their child's learning. Schools should make sure pastoral support is in place to ensure the child has a good buddy system. Some schools have a trained Teaching Assistant who acts as a point of contact for Service Children. Other schools that have very few children on roll make sure the Service Children are identified as part of the Pupil Progress Meetings. One issue that often arises is the identification and support for families around SEND. Parents of Service Children are often reluctant to identify any concerns they may have with their child. Parents need to know who the person is they can go to in school; who they can trust and who will help them if they have any concerns about their child's learning and progress.

Ofsted is concerned with the well-being and educational progression of all groups of children, including Service Children. Where schools have small groups of Service Children they need to show what they are doing to ensure these children are supported and are making good progress. Case studies and strong data analysis will ensure schools are able to share their good practice with Ofsted.

On the Government website there are a number of videos produced by Service Children Education (SCE) which cover areas such as

- Anti-bullying
- Bereavement

- Deployment
- Children on the move
- Behaviour
- Rest and Recuperation.

The SCE also produces booklets to support families and schools. These include

- Moving School – supporting children as they move school – A guide for parents
- Moving School – Children’s activity book
- Moving School – Schooling History

Useful Contacts

Children's Education Advisory Service (CEAS)

CEAS Helpline: 01980 618 244 (Military 94 344 8244). Monday to Friday.

Fax: 01980 618245 (military 94 344 8245)

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Email: dcyp-ceas-enquiries@mod.uk

Website: <https://www.gov.uk/guidance/childrens-education-advisory-service>

Service Children's Education (SCE)

SCE website: <https://www.gov.uk/government/collections/service-childrens-education>

Key Contact at Schools Intervention Service, Cambridgeshire

Lisa Murphy, Primary Adviser

Email: Lisa.murphy@cambridgeshire.gov.uk

Tel: 01223 743827

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