


## Strategy to Support Service Children

### Our Mission

Our shared mission is to eliminate educational disadvantage caused by mobility.

### Key Priorities



INTEGRITY • COMMITMENT • RESPECT

# ST JOHN'S SCHOOL

**SAFEGUARDING PROVISION**

Safeguarding provision is **'exemplary'** and supports other MOD Schools in improving their provision.

**EDUCATIONAL OFFER**

The educational offer is consistently **'Good'** ensuring St John's School ranks in the **Top 5%** of schools nationally for student progress.

### Eliminating educational disadvantage caused by mobility

**ATTENDANCE**

Student attendance is **above 96%**, exceeding the national average.

**INCLUSION**

The learning needs of our varied and diverse student community are effectively met through well planned lessons that provide **support and challenge**, underpinned by a caring pastoral ethos.

**STUDENT MOBILITY**

St John's School is a centre of best practice; eliminating educational disadvantage caused by mobility. **Student progress exceeds 0.38**

**STAFF WELLBEING**

Staff at St John's School feel valued and motivated by a shared moral purpose. There is a collective sense of achievement. **Employee turnover is less than 5%**

**STUDENT SATISFACTION**

Students are **highly satisfied** at St John's School, possessing an attitude towards their learning that exceeds that of all other students nationally.

**COMMUNITY PRIDE**

The community is **proud** of St John's School, celebrating the strengths and successes of a school which exceeds their child's previous school experience.

### Pupil Premium and Service Pupil Premium

As a Ministry of Defence School, St John's School is not funded as a typical UK school would be. Funding comes through the Ministry of Defence budget and directly through the Defence Children's Services (DCS).

There is no direct funding for certain areas that would be statutory in UK, such as Pupil Premium. Whilst funding is not direct for these areas, pupils who would receive such funding in a typical UK setting are well resourced to enable them to make outstanding progress based on their starting points.

## Our Context

The Ministry of Defence defines Service children as those under the age of 18, who are children of Service members or Service partners.

## Armed Forces Covenant

The Armed Forces Covenant is a promise from the nation that those who serve or have served in the armed forces and their families are treated fairly. The Covenant's purpose is to redress the disadvantage that the armed forces community might experience in contrast to other citizens and to honour the sacrifices they have made.

## Specific needs of Service children

The statutory guidance identifies the following education related disadvantages that can arise for Service children:

1. An interrupted education
2. A disrupted social experience
3. Negative impact on mental well-being
4. Difficult or longer journey times to school, for example having no chance but to take a bus ride
5. Being unable to take holidays with parents during normal holiday periods
6. Delays relating to support for Service children with specific or additional needs (SEND)

## Some of the specific concerns voiced by learners include:

1. Being worried when one of their parents is deployed, not knowing what's happening to them
2. Having lots of feelings that they may not know how to deal with
3. Trying to concentrate on homework when they're worried about their parents
4. Moving schools, moving house and sometimes moving to a different country
5. Having to leave their friends and make new friends at a new school
6. Seeing their friends come and go, depending on deployments
7. Feeling that they have to look after the family when their parent is away.

## Strategy for Service children

Schools and settings are encouraged to develop a Service children's Strategy to ensure effective monitoring, mitigating mobility, considering transitions and the impact of interventions. This strategy statement includes a summary of the main barriers faced by Service Children, the activities undertaken to mitigate against these barriers and an evaluation of the impact. The strategy is reviewed annually in October of each academic year.

## Challenges

This section details the key challenges to achievement that we have identified among our Service children.

Challenge Number	Details of challenge
1	The attainment and progress of Service children risks being below that of all others nationally, particularly in English and mathematics. This is owing to high levels of mobility and the varying exam boards previously followed prior to joining for Key Stage 4 and specifically in Year 11.
2	The progress of our more able Service children is significantly below all others nationally (2024 Exam Series) in English (-0.46), mathematics (-0.04) and science (-0.35).  Progress in these subjects continues to be of concern for the 2025 cohort using CAT4. English (-2.5), mathematics (-2.93) and science (-1.74)
3	NGRT assessments indicate that attainment in reading amongst some (40%) of our Service children is below that of all others nationally. Attainment amongst some (11%) is very low (SAS <81)
4	Our observations suggest our students lack metacognitive strategies which promotes and allows greater independence around learning to learn. This becomes particularly apparent in Key Stages 4 and 5 and contributes to negative progress at A-Level and a reduced self-esteem.
5	Discussions with students and evidence collated from the PASS survey show that student perception (particularly girls) surrounding the difficulty of the work they are being asked to complete is not appropriate (too easy). Female students have a moderate satisfaction with their school experience when it comes to feelings about school, self-regard and attitudes towards attendance.
6	Our attendance data (2023-24) indicates that attendance amongst female Service Children is lower (-1.4%) than their male peers (95.8%).  The attitude of our female Service children towards school attendance is lower than their male peers and others nationally (-16.8% (GL PASS)). This is particularly acute in Year 11
7	Due to our overseas location our Service children lack opportunities that would otherwise be afforded to them and their peers living in the UK. This results in a limited appreciation of many topics studied, a reduced cultural capital and exposure to appropriate CEIAG.
8	Due to high levels of mobility students often leave St John's School at critical times in their education this results in difficulties matching courses in the UK impacting negatively upon progress and/or causing some to become NEET.

### Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop metacognitive strategies in all pupils</p> <p>This will involve ongoing teacher training, student assemblies, parent information afternoons and the sharing of strategies to be used at home through the weekly Newsletters.</p> <p>To relaunch the home learning policy with a focus on the application of learnt metacognitive strategies at home.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p> <p>Sherrington. T &amp; Caviglioli. O, <i>Student and Parent WalkThrus</i> (John Catt, 2024).</p>	<p>1, 2, 4, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the <a href="#">EEF Improving Literacy in Secondary Schools</a> guidance.</p> <p>To ensure 40% of tutor time is devoted to improving literacy through reading and key vocabulary</p> <p>To introduce a fortnightly literacy lesson to Key Stage 3.</p> <p>To use CPD to train staff to support literacy development across the curriculum.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	<p>1, 2, 3</p>
<p>To recruit high quality experienced specialist staff to add capacity and ensure staffing resilience in mathematics and science, whilst allowing targeted interventions for students not making expected progress (particularly our more able)</p> <p>To facilitate small group tuition targeted to student needs (QLA).</p>	<p><a href="#">EEF Teaching and Learning Toolkit</a> -</p> <p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p> <p><i>"Small group tuition has an average impact of four months additional progress over an academic year". It "can be effectively targeted at pupils from disadvantaged backgrounds"</i> (EEF. 2024)</p>	<p>1, 2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create a fluid English intervention group to support students who joined at the beginning of Year 11 (15% of the cohort) with varying prior curriculum coverage. Taught by a highly experienced English Teacher they will catch up on missed poems and texts from September 2024 – March 2025</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds (<a href="#">EEF. 2024</a>)</p>	<p>1, 2, 5</p>
<p>To provide small group (1:8) support sessions with the Head of Mathematics targeting students aspiring to a Grade 4 in maths from November 2024</p> <p>To provide small group (1:4) support sessions with the Head of Mathematics targeting students aspiring to a Grade 7+ in maths from January 2025</p> <p>To provide small group (1:8) support sessions with an English Teacher targeting students aspiring to a Grade 4 in English February 2024</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds (<a href="#">EEF. 2024</a>)</p>	<p>1, 2, 5</p>
<p>To establish a peer mentoring scheme with Sixth Form students leading, coaching and role modelling learning behaviour in English and mathematics</p>	<p>"Structured mentoring and tutoring programmes have been found to be beneficial for highly able students...If partnerships are not possible, schools could instead run a mentoring programme between older and younger students within their school." <a href="#">Sutton Trust – Potential for Success – 2018</a></p> <p><i>"The introduction of peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. .... there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains."</i> (<a href="#">EEF.2024</a>)</p>	<p>1, 2, 5</p>
<p>To identify students who would benefit from targeted mentoring by the Head Teacher and Deputy Head Teacher</p>	<p>"On average, mentoring appears to have a small positive impact (+2 months) on academic outcomes. Overall impact on mathematics and general school subjects tends to be higher than on reading or science</p>	<p>1, 2, 4, 5, 6</p>

	outcomes. Regular meetings of once a week or more frequently appear to be most effective ( <a href="#">EEF. 2024</a> )	
To provide (in February 2025) every student and parent a 1-1 meeting (in person or online) to devise a revision and study programme leading up to the final exam series.	Parental engagement has a positive impact on average of 4months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider what support you can give to parents to ensure home learning is of high quality ( <a href="#">EEF.2024</a> )	1, 2, 4, 5, 6
<p>To undertake the NGRT assessments twice a year once in September and again in March.</p> <p>To identify students whose reading comprehension standardised scores are &lt;90.</p> <p>To ensure students in KS3 whose SAS is below 90 participate in our Reading Recovery and Booster programme.</p> <p>Students will also benefit from improving their reading fluency through the Literacy lessons and tutor time reading focus.</p> <p>Students in KS4 whose SAS in reading is below 90 will be withdrawn once a week from an option subject on a rolling basis to received reading support around the access to exam questions and command words</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a></p>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The DSL (Attendance Officer) to track closely all Service Children, particularly our female Service children.</p> <p>Heads of Key Stage will target key students with motivational intervention designed to improve attendance. This will include:</p> <ul style="list-style-type: none"> <li>• Weekly Rewards for full attendance</li> <li>• Team/ sport style competition</li> <li>• Appropriate contact with parents</li> </ul>	<p><a href="#">DFE Report</a> - Supporting the attainment of disadvantaged pupils; Articulating success and good practice' - the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as</p>	5, 6

<ul style="list-style-type: none"> <li>Meeting with Educational Welfare Officer</li> </ul>	<p>necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership</p>	
<p>To research and identify the reasons for low self esteem and attitudes towards self and school. What are the causes and what is not?</p> <p>To support the establishment of the SBA Leading Ladies initiative to provide young girls with a network of female leaders from across the SBA community.</p> <p>Leading Ladies to be invited in to provide a programme of workshops designed at improving female aspirations, self-esteem and self-confidence.</p>	<p>Interventions that focus on building a sense of self with girls trigger positive changes in girls' attitudes such as motivation to attend, new aspirations or a sense of school belonging. This is closely connected to a second set of changes in girls' behaviours, such as greater participation in class, or new and more prominent roles in communities. Lastly, this affects their capability academically so that they are more able to cope with learning (<a href="#">Girls' Education Challenge, 2018</a>)</p>	<p>5, 6, 8</p>
<p>To design and deliver a planned programme of activities that take each year group out of the classroom. Each activity will provide students with:</p> <ul style="list-style-type: none"> <li>real life exposure to topics studied</li> <li>improved cultural capital</li> <li>CEIAG</li> </ul>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence" (<a href="#">EEF, 2024</a>)</p> <p>Teenage experience of work in particular part-time employment has also been associated with improved economic outcomes for young adult (<a href="#">EEF, 2016</a>)</p>	<p>7</p>
<p>To formalise the systems and processes that detail a student's onboarding and introduction into school through to the transfer of records to their next school upon leaving.</p> <p>To advise families and Command of children who are to leave in critical years of the difficulties matching courses in the UK which will impact negatively upon progress and/or causing some to become NEET. Together we will explore strategies to mitigate against this impact.</p> <p>To ensure effective CEIAG to ensure students and parents make informed decisions over their next educational destination.</p>	<p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work (<a href="#">EEF, 2016</a>).</p>	<p>7, 8</p>
<p>To review all examination boards to ensure those offered for 2025-26 are</p>		<p>8</p>

the most popular exam boards studied by students in England.		
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