



CONFIDENCE • EQUITY • CURIOSITY

KING RICHARD SCHOOL

Strategy to Support Service Children

Pupil Premium and Service Pupil Premium

As a Ministry of Defence School, King Richard 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 choice 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. MOD Schools need to be appropriately staffed to meet this challenge.

2	Progress figures at KRS have been in the Top 5% nationally since the Progress 8 measure began but this is at risk due to issues with recruitment at MOD level. The school has prioritised 'Thinking Hard' this year to support this.
3	Our small class sizes can lead to a lack of independence in learners. Whilst work on this has seen improvement at KS5 where independence is most important, the school aims to further develop metacognition to support all students.
4	Student surveys outline that students feel safe and challenged. Surveys have been mixed on how happy they feel in school and this is an area that KRS has identified as a priority.
5	Attendance data is in line with the 95% figure that is defined as Good attendance. The school aims to tighten procedures around family leave to support attendance in school.
6	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.
7	Due to high levels of mobility students often leave King Richard 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.

School priorities to support Teaching and Learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop metacognitive strategies in all pupils 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.	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: Metacognition and self-regulation Teaching and Learning Toolkit EEF	2, 3, 4, 7
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) To facilitate small group tuition targeted to student needs (QLA).	EEF Teaching and Learning Toolkit - <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>	1

	<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" (EEF. 2024)</i>	
--	--	--

Continued academic/pastoral support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue process support sessions with all subjects to focus on students in exam years. This is to develop on whole class and small group interviews These groups are often taught in groups aligned to attainment levels whilst maintaining a Teach to the Top approach	(EEF. 2024) outlines the very tangible benefits of focused tuition	1, 2, 3
To continue to develop a Faculty Ambassador role for Sixth Form students to inspire other students to achieve and provide opportunities for our Sixth Form students	EEF evidence outlines that peer mentoring leads to significance performance improvements (EEF.2024)	1, 2,4,6
To provide support for those students joining or leaving KRS at critical phases of education to transition to KRS or next setting as smoothly as possible. Parent engagement will play an intrinsic role in this.	KRS has identified that parental engagement in their child's education has an impact of almost ½ a year (EEF.2024)	1, 2, 5, 6, 7

Wider continued strategies that link to challenges (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The DSL, pastoral team and whole staff have high standards of attendance School will continue to work closely with Educational Welfare Office where attendance falls below the school's expectation.	DFE Report - 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	2,4, 5, 7

DSL/Pastoral will target key students with motivational intervention designed to improve attendance. This will include: • Group rewards • Individual dual rewards • Parental contact on a termly basis • Meeting with Educational Welfare Officer	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 necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership	
Develop Curriculum maps that support learning outside the classroom. This will include educational visits to support subject activity and also learning around careers and next steps: : • Bringing subjects to life • UCAS/Careers visits • Visits to increase cultural capital • Increase the vocational offer at 16-19 • Plan and embed a work experience model in line with DfE (DfE, 2025)	Work related learning in particular part-time employment has also been associated with improved economic outcomes for young adult (EEF, 2016) Links to both wellbeing and stronger academic outcomes of adventure/educational visits are well evidenced (EEF, 2024)	2, 3, 4, 5, 6
To align examination boards with King Richard School to support issues around recruiting.	This step is required until a workable method of recruitment/supply teacher contracts is established at DCS level	1