

Service Pupil Premium Strategy Statement

This statement details our school's use of Service Pupil Premium funding to help improve the attainment of our Service Pupils.

It outlines our strategy for Service Pupils, how we intend to spend the funding in this academic year and the outcomes for Service Pupils last academic year.

School overview

Detail	Data
Number of pupils in school	468
Proportion (%) of Service Pupils	44%
Academic year/years that our current strategy plan covers	2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	L Greenwood
Service Pupil Premium lead	L Greenwood
Service Pupil Manager	S Ellis
Governor lead	C Anderson

Funding overview

Detail	Amount
Service Pupil Premium funding allocation this academic year (total budget)	£93,887

Part A: Service Pupil Premium Strategy Plan

Statement of intent

At Risedale School, we strive to ensure that all pupils, regardless of background and circumstances, accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy relationships. We want all our pupils to make good progress from their starting points and we wish to close progress and attainment gaps.

At whatever stage of their education Risedale pupils leave us, we want them to be well-equipped to take the next steps on their journey to becoming a responsible, respectful and resilient citizen who can embrace change and learn from mistakes.

Due to the high levels of mobility experienced by our Service Pupils, we aim to ensure that transition into the school helps them to quickly feel a sense of belonging to the 'Risedale Family' and to access learning as seamlessly as possible through effective support. We also aim to support pupils' transition out of the school so that they can comfortably access learning in their onward setting as quickly as possible.

We are particularly keen to support Service Pupils with additional needs or vulnerabilities, such as those with SEND or those who have/have had a social worker, as frequent moves often mean these pupils either do not receive sustained support or it can take longer to secure support.

Quality First Teaching, wellbeing support and well-managed transition are at the heart of our approach. A focus on high quality teaching is proven to have the greatest impact on closing attainment gaps, but it is vital that Service Pupils have advocates in school who will work to quickly identify their learning and pastoral needs, put support in place, and ensure they are closely monitored.

Our approach will be centred around both common challenges and individual needs, rooted in the use of data and guidance from organisations such as the SCiP Alliance.

Challenges

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

Challenge number	Detail of challenge
1	Although Service Pupils generally outperform non-service pupils at Risedale, they still underperform in terms of overall attainment and numbers achieving in line with age-related expectations. This is often due to missed learning, changes in curriculum and learning gaps.
2	Many of our Service Pupils with SEND have struggled to access the support they need due to moving around frequently or living in a country with a different system of support, little support or recognition of SEND.
3	Our behaviour, safeguarding and SEND data, observations and discussions with pupils and families have identified social and emotional challenges for many Service Pupils, such as trauma, antisocial behaviour, aggression, anxiety, and low self-esteem. These challenges particularly affect their ability to self-regulate and their attainment due to lack of engagement in learning.
4	In the 2024-25, almost half of all wellbeing referrals were for Service Pupils. This could be as a result of multiple school moves, recognising gaps in their learning, feeling like they do not belong or worrying about parental deployment.
5	The average attendance rate for Risedale Service Pupils last year was 92.1%, which, although better than that of their civilian peers, sits below national average attendance. Our assessments and observations indicate that absenteeism is negatively impacting some pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment and progress improve for Service Pupils.	KS4 performance measures in 2026/27 demonstrate that Service Pupils achieve an average P8 score of at least -0.2 and at least 20% of Service Pupils pass GCSE English and maths at grade 5 or above.

Systems and processes are established that result in Service Pupils being quickly assessed on entry to Risedale and information being effectively shared, so that a smooth transition happens and, wherever possible, there is no lost learning.	Pupil and parent voice demonstrates swift settling into learning and routines for Service Pupils and staff are promptly informed of any additional learning needs and previous learning/curriculum (evidenced by passport/documentation developed by Service Pupil Manager).
Service Pupils have access to a comprehensive wellbeing support package.	Wellbeing referrals and CBT assessment and Thrive data show that Service Pupils receive timely wellbeing support when needed and that support has an impact for most pupils.
Service Pupils are more able to access the curriculum successfully.	Behaviour (incl. suspensions and exclusions), safeguarding and monitoring data, as well as teacher and pupil voice suggest that these pupils are more settled in school and are accessing lessons well (reduction in suspensions, exclusions and behaviour incidents).
Attendance of Service Pupils improves and is nearer national average attendance.	Attendance of Service Pupils is at least 93% by the end of 2025-26 and at least 94% by the end of 2026-27.

Support this academic year

The support outlined below is specific to children of parents serving in the Armed Forces and mitigates against the impact of mobility.

Aspect	Staff/Resource	Rationale/Delivery	Cost
Leadership & Coordination			
Service Pupil Champions	Headteacher & Service Pupil Manager	Key members of staff who act as champions for Service Pupils, coordinate the SPP strategy and support, and manage the SP funding/budget.	£5,472 (additional funding currently supports our SPM - AFET)
Pastoral & wellbeing support			
Pastoral staff time to support wellbeing	Service Pupil Manager & Pupil Support Managers	<p>The school has 4 Pupil Support Managers (2 supporting KS3 and 2 for KS4). They, guided by the SPM, support induction for new SPs to ensure a smooth transition. They provide pastoral support and help SPs access academic support related to their unique challenges. They are an integral part of pastoral support for each key stage and we use the funding to maintain this level of support. The Service Pupil Manager will also utilise data gathered to determine the number of school moves experienced by each new pupil and whether they have previously been identified as having special educational needs. This information will be used to further investigate gaps in learning and signpost this information to teaching staff and/or the SEND team.</p> <p>Time to support Service Pupils and families when service personnel are deployed. Risedale takes a holistic approach that is driven by the individual needs of pupils and families.</p>	£18,878
Specific wellbeing support	School Counsellor Thrive Practitioners Safeguarding Support Officer (contribution to salaries)	Last year, almost half of all wellbeing referrals in school were relating to Service Pupils (which is slightly disproportionate given that 47% of our pupils last year were SPs). Pupils who have specific/repeated concerns relating to their wellbeing can self-refer or are referred by staff, and have access to our wellbeing support offer, which includes Thrive work and therapy sessions with our full-time trained School Counsellor, devoted to supporting the	£35,534

		mental health of our pupils. 2 HLTAs, our Specialist SEND Teacher and the SENCO are trained Thrive Practitioners and work with identified pupils on a daily or weekly basis to support their social and emotional literacy and development, leading to greater self-esteem. Our Safeguarding Support Officer has been employed to strengthen support for pupils.	
Admission, induction & transition			
Induction activity	SPM Pupil Support Managers Teacher time Diagnostic tests Printing	To support their induction to the school, staff produce induction packs and ensure key information is collated (and communicated) from their previous setting to inform teacher planning. Diagnostic testing is carried out before/on arrival and findings/key information communicated to teachers.	£7,745
Transition - other support	SPM Office staff SENCO	Administrative support, meetings with pupils and families, contact with other schools, SENCO time, liaising with outside agencies e.g., MoD Education Welfare Officers, completion of Overseas Educational Supportability Documentation. Y7 Transitions - SPM and KS3 Lead visits to primary schools involve time, transitions resources/printing.	£4,880
Mitigating against lost learning/gaps in learning			
Staff CPD	Senior leader planning time TLR - Classroom Practice Lead	Planning, upskilling and seeking of expertise to ensure Quality First Teaching and adaptive teaching are effectively developed for all pupils, with a focus on engagement and self-regulation.	£2,564
After school learning support	SPM TA time	Catching up on identified curriculum/learning gaps.	£1,889
Service Pupil Support Fund	SPM Hardship fund	Fund available to support specific needs of individual SPs/families. Examples include one-off uniform or academic resource costs required when transitioning between schools mid-year, financial	£1,000

		support for school-associated costs when postings have resulted in short-term financial difficulty, etc.	
TA support	TAs	Targeted work with identified Service Pupils who have SENDs.	£6,864
Careers support	Careers Coordinator Careers Adviser SPM	Priority access to careers support, particularly for those new to, and leaving, the school. Widening participation activities.	£6,697
Service Pupil specific activities			
Celebration of military connections	SPM Marketing & Publicity Manager	Funding for activities associated with Remembrance, Armed Forces Day and the Month of the Military Child. Assemblies/tutor time are sometimes used to present these themes periodically, as are workshops. This builds an understanding of the military community and helps to develop community relationships. We also promote and celebrate our wider military connections through displays, social media posts and other digital sharing.	£1,000
Weekly Service Pupil drop-in	SPM Staff with links to/experience of military life Printing Resources	To maintain a space (safe haven) for SPs to come to talk to staff and communicate with deployed family members. Technology is provided to facilitate these important links. Crafts to facilitate discussions surrounding service life and transition.	£1,000
Termly activity to promote friendships	SPM Other staff	Outdoor activity using school minibus for transport for targeted pupils.	£500
			Total = £94,023

Review of the previous academic year

Outcomes for Service Pupils

We have analysed the performance of our school's Service Pupils during the previous academic year, drawing on both external and internal academic data.

In 2025, Service Pupils achieved an average grade of 3.3 at KS4 (0.3 lower than in 2024). In maths, they attained an average grade of 2.9 (0.2 lower than in 2024) and in English, they attained an average grade of 3.5 (around the same as in 2024). There was no P8 data available for 2025, so it is difficult to assess progress, although internal progress data suggests that these pupils fell short of making the required progress by just over half a grade.

To help us gauge the performance of our Service Pupils we compared their results to results achieved by our civilian pupils.

The data demonstrates that our Service Pupils performed better than their non-service counterparts (a third of a grade better) in terms of attainment; however, average attainment sat below a grade 4 (standard pass). Internal progress data shows that civilian pupils made slightly better progress than Service Pupils.

We have also drawn on school data and observations to assess wider issues impacting Service Pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that Service Pupils, although absent from school less often, often joined or left the school mid-year and learning was often significantly affected because of this. Also, the impact of this on these pupils' wellbeing can be demonstrated in wellbeing referrals data, which indicates that just under half of referrals were for Service Pupils.

How our Service Pupil Premium funding was spent last year

The previous strategy linked the following approaches to the Service Pupil Premium:

- Develop staffing, systems and processes to specifically support the transition of Service Pupils in and out of the school
- Purchase of standard diagnostic assessments
- Internal training and CPD for teaching staff/TAs to develop Quality First Teaching
- Enhancement of maths teaching and curriculum

- Improving literacy across the curriculum
- Upskilling of curriculum leaders
- 1-1 and group tuition
- Literacy and numeracy interventions
- Embedding good practice around attendance through training
- Developing an evidence-based personal development curriculum
- Embedding the Thrive approach to support pupils with social, emotional and mental health needs
- Reducing anxiety through school counselling services

The impact of that spending on Service Pupil Premium eligible pupils

Although Service Pupils outperformed their non-service peers, their attainment was still below where it should be (see above) as effectiveness of transition remains as an issue.

A high proportion of counselling work offered to Risedale pupils was to Service Pupils and the School Counsellor reported that the majority of these pupils demonstrated by the end of their period of interventions that there had been a positive impact on wellbeing and self-management.

Some Service Pupils have benefited from the Thrive approach, but this was not embedded across the staff and there is more work to be done here.

As the approaches above were taken in response to both Service Pupil and Pupil Premium pupils' needs, it is difficult to see the specific impact of many of the other strategies on Service Pupils. We have adopted a different approach this year by creating this separate Service Pupil strategy and looking at a more focused range of support for the specific needs of Service Pupils, maintaining key aspects that did have impact last year.