

Service Children Impact Review of 2024-2025

- The Headteacher, Inclusion Leader and class teachers maintained regular and proactive contact with families of Service children through phone calls and face-to-face meetings, ensuring that individual family needs were identified and supported.
- Morning transitions were supported by a familiar, trusted adult on duty, providing consistency and emotional reassurance for children at the start of the day.
- TALA (Therapeutic Active Listening Assistant) support was available for any Service children who required additional emotional or pastoral support.
- In line with the Leader in Me programme, 100% of Service children were offered leadership responsibilities, including roles such as Junior Road Safety Officer (JRSO), to build confidence and a sense of ownership within the school.
- Academic support was personalised and adapted to each child's needs, ensuring that all learners had access to tailored intervention and high-quality teaching to support and challenge.
- Transition meetings were held between current and new class teachers to ensure a smooth and supportive transition for each child.
- Achievements were recognised through Leadership and Values Awards, celebrating each child's unique contributions and personal successes.
- 100% of Service children participated in at least one extra-curricular club, including school-led wraparound care, supporting their wider personal development and engagement with the school community.
- The school collectively marked Remembrance, acknowledging the unique experiences and backgrounds of Service families.
- 100% of Service children met or exceeded Age-Related Expectations (ARE) across Reading, Writing, and Maths, reflecting the impact of high-quality teaching, consistent support and positive attitudes to learning.
- All service children are above their chronological ages in reading by 2 ½ years
- All service children are above in their chronological ages in spelling by at least 1 year but 1 child is 6 years above. All service children enjoyed our whole school spelling bee.
- During the year, the Zones of Regulation programme was implemented across the school. Every service child created a personalised regulation toolkit and consistent language was used by staff to support emotional literacy and self-regulation.
Children also had access to:
 - Positive and Worry Books for safe emotional expression
 - Calming spaces in each classroom with sensory resources
 - Sensory circuits, run twice weekly by a trained LSA, which a service child benefitted from attending.
 - Teachers also incorporated movement breaks into lessons as needed for 2 out of the 3 service children, further supporting children's emotional regulation, focus and readiness to learn.