



Report to the Education, Skills and Children's Services Select Committee

Title:	Educational Support for Service Children
Committee date:	5 th June 2015
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Report signed off by Cabinet Member:	Mike Appleyard
Electoral divisions affected:	All

Purpose of Agenda Item

- To highlight the particular needs that can be faced by Service families, including those of Reservists.
- To set out the steps being taken in Buckinghamshire to support Service children in light of the issues they may face.
- To seek the views of Members on the above.

Background

- Service children have not previously been considered by the Select Committee and it is felt essential that they are made aware of the issues and what is being done in Buckinghamshire to address these.



Summary

So what is different about Service Children?

In many ways Service life is unique and the experiences that Service families face will be quite different from those of their civilian counterparts. Service life presents both benefits and challenges which the majority of Service families take in their stride on a day-to-day basis but at times, such as during operational deployments, these pressures may be very difficult to cope with. In particular, Service children whose parents are deployed often experience high levels of anxiety and stress and research from America (MECE, 2011) suggests that they are often very aware of daily media coverage of the conflict zones and therefore remain alert to the possibility of the loss of or injury to their parent.

What are the issues facing Service Children and their families?

'Frequent moves are a feature of Service life and the children of Service personnel can suffer as a result. Mobility can have a detrimental impact on children's emotional well-being and their educational attainment.....Children can suffer when their parents are deployed on operations.' (House of Commons Defence Committee, 2006, p7)

Although it is accepted that the experiences of Service children will often be very different from that of their non- Service peers, it should be noted that there may be significant differences between individual Service children as well. Some children will cope well with the challenges they face and continue to thrive and flourish.

Opportunities to travel arising from postings, particularly overseas, will expose them to new cultures and experiences and some children will enjoy the changes such moves bring and will develop self-confidence as a result. However, for other children the transition experience is not a positive one as they struggle to come to terms with the emotional impacts of their high-mobility lifestyle and this may ultimately affect their academic attainment.

The main stressors that have been identified are:

- Moving Home (Mobility and Transition).
- Parental Deployment/Time away from home.
- Special Educational Needs and Additional Educational Needs provision.
- English as an Additional Language.
- Bereavement and trauma.
- Continuity of Education.

NB: Service families may face a combination of these stressors at the same time.

Children's and young people's views on the support they need

Buckinghamshire County Council's Children and Young People's Services worked in partnership with seventeen Service children and young people aged 7 to 18 years, to produce Guidance for Schools in the county and other organisations who work with them.

The Guidance produced focuses on support children and young people need when:

- Moving to a new area.
- A parent is deployed.
- Starting at a new school.

The Guidance and video clips can be accessed at:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/working-with-families/service-families/>

For further information see Appendix 1 - Overview of the needs of Service Children.

What is being done in Buckinghamshire?

- Buckinghamshire Armed Forces Community Covenant – this work is led by the Chairman of the Council. Education and Children and Young People is one of five of the Work strands of the Covenant – for Action Plan and Overview of future projects see Appendix 2. A report detailing the successful funding bids that have already helped children, both service and civilian, to date is available at <http://www.buckscc.gov.uk/media/2844068/Armed-Forces-2-Year-Report.pdf>
- Monitoring of Service children's educational attainment – see Appendix 3.
- Maximising the value of Pupil Premium by encouraging registration of Service children and promoting best practice in utilisation of funding. [http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_pupil_premium_poster .pdf](http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_pupil_premium_poster.pdf)
- Educational Psychology Service – see Appendix 4.
- 5 Service Children Coordinators in place under the management of the Service Children Support Network (SCSN) to support children, parents, schools, Children's Centres and Early Years settings. They are currently dealing with a large number of emotional and anxiety issues with Service families.
- Buckinghamshire Armed Forces Early Help and Safeguarding Protocol in place to highlight the particular needs that can be faced by Service families, including those of Reservists, and identify the processes to ensure that they, and those who work with Service children, are aware of where they can access support in relation to Early Help and Safeguarding and have a clear understanding of the child protection processes to be followed. This is available at: [http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_children_protocol v final 28 jan 2015.pdf](http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_children_protocol_v_final_28_jan_2015.pdf)

- School Admissions:
 - Buckinghamshire has extended the national criteria of the Fair Access Protocol so that Service families can be allocated a school place in the county prior to moving to a catchment area and they have also an extended deadline in which to do this.
 - Local Authority and schools continue to work together to ensure that schools serving the transient Forces population present a robust and fair case to Independent Admissions Panels.
- Service children will be an identifiable group in the Children and Young People's Voice Survey 2015.
- Wide range of information for Service families available on the Buckinghamshire Family Information Service web site at <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/parent.page?parentchannel=8>

Resource implications

- To identify further national funding in order to enable a range of future projects – see Appendix 2.
- More effective use of Pupil Premium by schools. This is a big concern for parents.
- Pressures on services if Service children are recognised as a high priority group.

Next steps

The Select Committee is asked to recommend that:

- Service children are recognised as a priority group by all providers.
- All providers take steps to identify Service children in order that their needs can be better understood, analysed and addressed.
- More is undertaken to support schools and Early Years settings in their effective use of Pupil Premium.
- Awareness is raised amongst Service families of their entitlement to Pupil Premium.

Appendix 1: OVERVIEW OF THE NEEDS OF SERVICE CHILDREN

1. Unique Life Stressors and Service Life

Research from several sources suggests that Service families are unique in that they face a range of additional stressors when compared to civilian families: These include high mobility, separation from family and risk of death or injury. .

The length and intensity of current British military involvement around the world is unprecedented.

2. High Mobility

It is the case that Service families are likely to change location often, move great distances including abroad, experience frequent separation and subsequent reorganisation at reunion.

Those studies that have been carried out point to a stressful period of adjustment after the move, a period of emotional turmoil while social networks are re-established (particularly for adolescents and girls) and a feeling of not being in control with consequences for increased anxiety and general stress.

For some families high mobility can offer the positive opportunity for new beginnings and may even promote academic attainment for some children. This latter point is supported by statistical UK evidence that highly mobile pupils do not necessarily do worse in relation to attainment than their more stable peers and in many cases actually do better.

Other additional stressors on Service parents are identified in the literature including changes in roles and responsibilities, emotional de-stabilisation, apprehension and insecurity

The loss of social networks can also have an isolating effect upon the military family and may place additional demands upon family relationships as they are required to increasingly rely upon each other for support.

High mobility can also result in considerable organizational and other challenges to schools

3. Deployment

Deployment is associated with extended separations, increased workload/demands and unstable schedules. Not only can deployment result in considerable disruption to a Service family, it is a feature of current conflicts that many Serving parents deploy a number of times with high frequency.

Parents are often anxious and confused about how to meet the emotional needs of their children during deployment. Children's behavioural and psychological responses are

found to be variable and depend upon age, developmental stage, dispositional, family factors and the stage of the 'deployment cycle' - see Table below:

Deployment Stages and Children's Responses	
Pre-Deployment	
Infant	Fussy, changes in eating habits
Preschoolers	Confused, saddened
School-Aged	Saddened, angry or anxious
Adolescents	Withdrawn, deny feelings about pending separation
Deployment	
Infant	No research
Preschoolers	Sadness, tantrums, changes in eating/elimination habits, symptoms of separation anxiety may appear
School-Aged	Increased somatic complaints, mood changes, decline in school performance
Adolescents	Angry, aloof, apathetic, acting out behaviours may increase, loss of interest in normal activities, decline in school performance
Post-Deployment	
Infant	May not recognise returning service member or be fearful of him/her

4. Deployment and mental health of veterans and their families

Emotional and behavioural problems may occur as a reaction to the non-deployed parent's psychological and parenting distress during the deployment process. This has been found to consistently predict mental health problems.

Difficulties faced by children with a deployed parent are likely to persist when parental mental health problems are present post-deployment e.g. Post-Traumatic Stress Disorder.

Parental emotional health has been shown to have a harmful effect on parenting, therefore negatively affecting the quality of the child-parent bond.

5. Death/Injury of Service Member

The number of British children who have lost a parent, or who have had a parent injured, is not known.. However, if the US ratio of 0.8 children per member of the armed forces is taken as a guide there may be approximately 1,572 children who have had a parent killed or injured since 2001 when operations in Afghanistan began. This figure does not include the siblings or members of the extended family of serving personnel.

The fear of the death or injury of a family member through war is also likely to represent an additional stressor for Service families. This is likely to be exacerbated by current 24 hour news often accompanied with graphic pictures and accounts from the front line.

6. Service Children with SEN/Additional Needs

Concerns about Service children with SEN are longstanding. Concerns include: the transfer of Service pupil records between schools, particularly in relation to Service children with SEN and Statements of SEN (now Education & Health Care Plans).

Different policies and practices in relation to the 1996 Education Act were a source of considerable frustration for parents moving from one Local Authority to another. It is unlikely that the new Children and Families Act, 2014 will change this situation

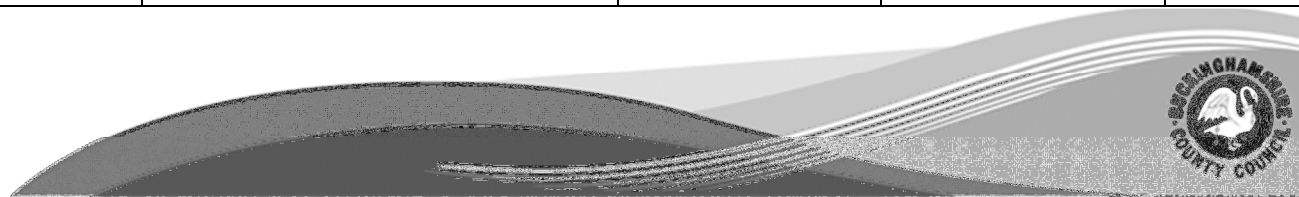
Reference has been made by central Government about the low number of Educational Psychologists available and consequent delays in the provision of support for pupils with SEN, which was described as 'unacceptable' .

In 2011 the current coalition Government published the 'Armed Forces Covenant' which sought to define the relationship between the Nation, State and the Armed Forces. One key commitment was the 'Support for State Schools Fund' which allocates funding to Service children's education through a specific pupil premium.

Appendix 2: BUCKINGHAMSHIRE ARMED FORCES COMMUNITY COVENANT

<http://www.buckscc.gov.uk/bcc/community/armed-forces.page>

EDUCATION, CHILDREN AND YOUNG PEOPLE				
Ser (a)	Outcome (b)	Measure of Effect (c)	Responsibility (d)	Current Status (e)
ED1	To work with schools to maximise the value of the Pupil Premium by encouraging registration of Service children and promoting best practice in utilisation of funding.	Schools report on the use of Pupil Premium on their web-site and a focus for all Ofsted Inspections.	Bucks County Council/Armed Forces/Schools/SCSN	<ol style="list-style-type: none"> 1. Research undertaken to establish Key Stage performance for Service children in Bucks compared to their peers. 2. Report entitled 'Educational Support for Service Children' going to the Education, Skills and Children's Services Select Committee on the 5th June 2015. 3. Eligibility for Pupil Premium <p><i>Schools</i></p> <p>Service parents with children in State maintained schools, Free schools and Academies in England are encouraged to ensure Service parents with children in State maintained schools, Free schools and</p>



				<p>Academies in England are encouraged to ensure that the Head Teacher of their child(ren)'s school is made aware of their Service status for the Spring School Census which was conducted on 15th January 2015.</p> <p>The Service Pupil Premium is provided by the Department for Education, to State maintained schools, Free schools and Academies in England who have children of Regular Armed Forces personnel among their pupil population to provide additional (mainly pastoral) support outside the school.</p> <p>The Premium is currently £300 per Service pupil and is paid directly to schools.</p> <p>Schools with Service children in Reception to Year 11 classes are eligible to receive the fund, but only if your child(ren)'s name appears on the school's roll as being a Service child.</p> <p>The information recorded by schools regarding Service status is protected and the data regarding individual children is not shared outside the school.</p> <p>For more information on eligibility please see:</p> <p>www.gov.uk/service-premium-information-for-schools</p>
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				<p><i>Early Years settings</i></p> <p>As of the 1st April 2015, BCC Early Years and Childcare Commissioning will retain the targeted funding to provide the Service Children Support Network service to all providers with Service children.</p> <p>In the past the individual payments have been made to providers to support the children they have within their settings. Providers received a payment of £150 per annum, pro-rata if the child attended for less than 15 hours, for every Service child they had in their setting based on the January funding claim.</p> <p>The benefit this new approach is that the service would be available for all Service children in the Early Years sector, not just the 3 & 4 year olds who are in receipt of their early education funding in settings.</p> <p>A further benefit is that the settings who only have a small number of Service children will be able to access this service to the benefit of the children at no financial detriment to the ineligible children within the setting.</p>
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ED2	Develop access to youth opportunities across the community, including supporting the Army, Air, Sea and Combined Cadet Forces including the promotion of the Cadets Expansion Programme.	Increase in Bucks schools participating.	Bucks County Council, schools and Service Children Support Network (SCSN).	<ol style="list-style-type: none"> 1. RAF High Wycombe on 7th July 2014 - over 40 Students from Princes Risborough, Great Marlow, Sir William Ramsey and The Misbourne School took part in military style sporting sessions and a visit to the 'Bomber Harris Heritage Room' where they met and talked to RAF personnel and undertake a drill session with a qualified drill instructor. 2. Girls On A Mission' programme - a free six-week motivational training course for girls, for girls aged 16-24 years old, run by RAF Halton and the BCC Children's Partnerships Team. It aimed to increase their physical and emotional health whilst having fun and making friends. The programme started mid-September 2014. A briefing session took place at the start of September and the training included outdoor and indoor activities that promote team work, self-confidence and self-achievement. <p>Participants:</p> <ul style="list-style-type: none"> • Received a tailored personal training programme. • Developed self-esteem. • Worked as a team on the low ropes. • Undertook a multi-stage fitness challenge. • Achieved an AQA accreditation. • Met new people.
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				<ul style="list-style-type: none"> • Plus much more. <p>12 girls completed the pilot course and a full evaluation has taken place.</p> <p>Planning is now underway led by run by RAF Halton and the BCC Children’s Partnerships Team to run a second programme in Summer 2015.</p> <p>3. National Playday Event at the Airplay Park at RAF Wycombe Oakshott Centre on Wednesday 6 August 2014, 11-2pm. This outdoor event was arranged by the Community Development Officer at RAF High Wycombe, supported by the Children’s Partnerships Team at Buckinghamshire County Council. Over 200 people attended on the day, with attractions including face painting, food tasting, Ben Elephant and interactive play and craft activities.</p> <p>A wide range of services were available on the day including the Reading Force Project, Buckinghamshire Family Information Service and the Library Service. Additionally the opportunity was used to share information from some family budgeting projects which included the National Energy Saving Foundation and the Illegal Money Lending Team to assist families with money-saving and budgeting advice.</p>
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				<p>The Library Service ran three separate story-time sessions for 45 children and their families. who sat down on hay bales under one of the trees. The Library Service handed out 'What's On at the Library' guides and other promotional material to around 30 families.</p> <p>'Reading Force', a scheme that encourages Forces Families to read and share books together. They handed out 70 scrapbooks which children can fill out with drawings, thoughts, emails and anything else relating to the book they have read together with their group. The scrapbooks can be sent to Reading Force for a chance to win competition prizes, and each scrapbook has a postcard which entitles the child to another book. A tombola stall attracted approximately 112 young people, with winners being able to choose a reading book. Ages ranged from 0-13 and around 100 books were handed out. The tombola raised £77 which has been donated to the RAF Benevolent Fund.</p> <p>As a result of explaining the scheme, Naphill School and Windmill Pre-School have signed up to receive further information to be able to promote the scheme themselves. High Wycombe Library will also sign up to be a 'hub' where families can obtain information and</p>
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				<p>scrapbooks. Reading Force commented that the event was one of the best they had attended.</p> <p>The Children’s Partnerships Team attended with leaflets and information from some projects that the team had coordinated previously, including budgeting advice, energy saving information, loan shark warnings and credit unions. 293 leaflets were handed out on the day. Most people spoken to were interested in how to reduce their energy bills, from changing habits in the home to calling the free number for the affordable warmth network team to get support on switching suppliers.</p> <p>The Buckinghamshire Family Information Service spoke to around 50 families and provided them all with information about the service and specific advice where it was requested.</p>
ED3	Continue to support Service children in schools.		Bucks County Council, schools, Service Children Support Network (SCSN) and Dani Bowman.	<ol style="list-style-type: none"> 1. Successful funding bid for £17k from the MOD Education Support Fund around “My Story” – funding due May/June 2015. 2. A resource for Service parents to use with their children. The proposed working title of the resource is ‘<i>My Story</i>’. It will aim to mitigate the effects of high mobility by promoting a sense of

				<p>identity, self and successful adaptation to new and unfamiliar environments and educational settings.</p> <p>3. A Working Group has met and agreed the delivery model.</p>
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ED4	Buckinghamshire Armed Forces Early Help and Safeguarding Protocol	Protocol agreed and used.	Bucks County Council, Buckinghamshire Safeguarding Children Board, RAF High Wycombe, RAF Halton, SCSN, SSAFA.	<p>The purpose of this document is to highlight the particular needs faced by Service families and identify the processes to ensure that they, and those who work with Service children, are aware of where they can access support in relation to Early Help and Safeguarding and have a clear understanding of the child protection processes to be followed.</p> <p>Protocol agreed. This has been widely shared and well received and endorsed by the Buckinghamshire Safeguarding Children Board.</p> <p>http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_children_protocol_v_final_28_jan_2015.pdf</p> <p>Partners have been asked to publish on their web sites.</p>
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OVERVIEW OF FUTURE PROJECTS:

1. 'My Story'

In partnership with the voluntary sector and local schools, Buckinghamshire County Council has produced 'My Passport' which is an evidence based resource for schools to help highly mobile Service children quickly adapt to their new educational environment. To date 'My Passport' has been used by over 50 schools nationwide.

£17,000 has been secured from the 2015 Ministry of Defence Support Fund. This bid will be used to develop a complementary and similar resource for Service parents to use with their children and young people. The proposed working title of the resource is 'My Story'. It will aim to mitigate the effects of high mobility by promoting a sense of identity, self and successful adaptation to new and unfamiliar environments and educational settings.

2. Girls on a Mission (Ed Mallam, Derys Pragnell, RAF Halton/Wycombe)

- Summary of activity: pilot activity already run with evidence to show the success and how it could be improved. Look to run another set of activity (details on page 5 of the action plan).
- Who will benefit: teenagers
- Outcomes: more teenagers taking part in physical activity
- Delivers against action plan: Children and young people; health and wellbeing
- What we like about it: good idea and fits in with teenagers not taking part in physical activity
- Challenge: should be teen on a mission not just girls; would need funding

3. Work experience/work skills for young people year 10 upwards (Jane Mason, Ed Mallam, RAF stations probably Halton)

- Summary of activity: targeted in schools that have a higher military population but could be open to all secondary schools in Bucks. Aimed for children who don't have work experience organised/are interested in what the RAF could offer/need to gain some skill development to help them find work. To take place in schools and also at the stations. Could use "Young Enterprise" (a charity) to tweak an existing programme using military mentors including veterans
- Who will benefit: teenagers who currently cannot find work experience from both the civilian and military communities; could look to focus on "looked after" children
- Outcomes: better awareness of skills needed for work and opportunities to develop some of those skills, OFSTED happy
- Delivers against action plan: Children and young people; economy and skills
- What we like about it: good idea and helps teenagers who don't have connections into organisations; opportunity for RAF to promote careers in the military



- Challenge: don't like the looked after children idea – should be more general; feel that Halton should be able to host this week but lots of work for Halton – are they open to it?; would need funding.

4. Volunteering opportunities for spouses and veterans leading to national qualification (Jane Mason, Ed Mallam; Gill Stimpson)

- Summary of activity: providing a programme of volunteering opportunities for spouses and veterans leading to a national qualification to help them into work. The volunteering could take place in children centres, youth centres and libraries. Will need to involve Community Impact Bucks (Exchange Bucks) to identify the volunteering opportunities.
- Who will benefit: spouses, veterans, beneficiary organisations
- Outcomes: career progression for spouses and veterans; skill development, more staff in children centres etc.
- Delivers against action plan: Children and young people; economy and skills, communities
- What we like about it: helps a real need for spouses and veterans who can't get work/need upskilling
- Challenge: needs to link to national qualification or not as worthwhile; childcare maybe an issue; would need funding

5. Foster carers from the armed forces community (Danielle Henry/Ed Mallam)

- Summary of activity: train up service spouses and personnel leaving to become foster carers – the skill needs to be transferable once people move on..
- Who will benefit: spouses, veterans, children, community in general
- Outcomes: career progression for spouses and veterans; more children have a stable placement; BCC has less children in temporary care
- Delivers against action plan: Children and young people; economy and skills, communities
- What we like about it: a real need; provides a career for spouses and veterans
- Challenge: need to be able to foster after they move to other areas so the skill would need to be transferable to other LAs

6. Accommodation for homeless veterans (Mark Collins/Danielle Henry/Jane Mason)

- Summary of activity: identify and work with an investor/organisation to purchase a property to be refurbished for housing homeless veterans. Could also be social landlords. Rental income gained through receipt of housing benefit. Money will be needed to refurb and pay for "warden". RBL may be able to help out with some of the funding
- Who will benefit: homeless veterans
- Outcomes: veterans housed and helped to get back on their feet (including back to work)
- Delivers against action plan: economy and skills, communities, recognise and remember, health and wellbeing
- What we like about it: a real need as have about 12 identified veterans at any one time homeless in Bucks.
- Challenge: identify the investor

7. Silver Sunday Tea Parties (Mark Collins/Danielle Henry/Jane Mason)

- Summary of activity: run tea parties for older people from both the civilian and veteran communities (including war widows/ers)
- Who will benefit: mature citizens; children, veterans and widows
- Outcomes: closer community; less social isolation; education
- Delivers against action plan: communities, recognise and remember, health and wellbeing; children and young people
- What we like about it: intergenerational; achievable; easily replicated; model exists already
- Challenge: needs funding

8. Car park High Wycombe (RAF Wycombe/Ed Mallam/Gill Stimpson)

- Summary of activity: reposition old bid and resubmit
- Who will benefit: local community in particular Naphill school; RAF Wycombe
- Outcomes: closer community; less social isolation; better integration between the 2 communities
- Delivers against action plan: communities, health and wellbeing; children and young people
- What we like about it: fulfils a need (although perhaps we can evidence that need better)
- Challenge: bid needs to look and feel different from before and need to evidence needs better – is there an appetite from Wycombe to take this on again.

9. Access to NHS dentists for spouses families and veterans (RAF stations/Derys Pragnell)

- Summary of activity: families and veterans struggle to get onto dentist practices lists and so cannot access good care.
- Who will benefit: spouses; families; veterans
- Outcomes: better healthcare; more integrated communities
- Delivers against action plan: health and wellbeing; children and young people; communities
- What we like about it: fulfils a real need
- Challenge: how do we explore this? Think the answer is to identify which dental practices have capacity and communicate that to the 2 RAF stations and veteran organisations. It may be that the closest practices are full but others aren't.

Appendix 3: MONITORING OF SERVICE CHILDREN'S EDUCATIONAL ATTAINMENT.

Summary

In 2014, performance of Service children as a group exceeded that of non-Service children in nearly all the key indicators at Foundation Stage, Key Stage 1 and Key Stage 2. The only exception was the % achieving expected progress in Maths between KS1 and KS2 which was below that for non-Service children.

The trend data indicates that overall, Service children tend to perform better than non-Service children at Foundation stage, Key Stage 1 and Key Stage 2.

Very small cohorts of Service children at Key Stage 4 mean that trends are unclear. In 2013 however, the performance of Service children was lower than that of non-Service children in nearly all the key indicators at Key Stage 4, except for the % achieving expected progress in Maths between KS2 and KS4 which was above that for non-Service children.

There is no data published nationally for service children's performance and consequently we have no comparative data.

Analysis of EYFSP and KS1 data by Service children/ Non Service children

Note: Bucks figures include pupils for whom service child status is unknown

Early Years Foundation Stage Profile

Year	Service children in Bucks			Non service children Bucks			Bucks			National	
	No. pupils	% GLD ¹	APS	No. pupils	% GLD ¹	APS	No. pupils	% GLD ¹	APS	% GLD ¹	APS
2013	69	53.6	33.1	6006	55.4	33.4	6213	55.0	33.3	52	32.8
2014	85	71.8	35.1	5434	64.4	34.4	6089	63.9	34.3	60	33.8

¹ A "Good Level of Development" is defined as achieving at least the Expected level in all Prime Areas (Communication & Language, Physical Development, PSED) and in Literacy and Maths
Comparable data for EYFSP is unavailable prior to 2013.

Key Stage 1

Year	Service children in Bucks					Non Service children in Bucks					Bucks					National			
	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS
2011	83	89.2	88.0	94.0	16.8	5590	88.3	84.9	91.6	15.9	5757	88.2	84.8	91.5	15.9	85	81	90	15.3
2012	98	89.8	85.7	92.9	16.5	5642	90.7	87.1	92.6	16.2	5740	90.7	87.1	92.6	16.2	87	83	91	15.5
2013	72	93.1	88.9	95.8	16.9	5574	91.1	87.3	93.1	16.2	5790	90.9	87.1	93.1	16.2	89	85	91	15.8
2014	81	96.3	91.4	97.5	16.8	5362	92.0	88.6	93.7	16.4	6070	91.6	88.2	93.4	16.4	90	86	92	15.9

Analysis of KS2 and KS4 data by Service children/ Non Service children

Note: Bucks figures include pupils for whom service child status is unknown

Key Stage 2

Year	Service children in Bucks						Non Service children in Bucks						Bucks						National				
	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS
2011	63	79.4	88.0	74.0	87.3	28.9	5291	74.4	86.7	81.8	83.9	28.5	5354	74.4	86.7	81.8	84.0	28.4	67	N/A	N/A	83	27.5
2012	67	82.1	92.7	89.1	94.6	29.1	5209	78.9	89.4	90.0	87.8	29.1	5276	79.0	89.5	90.0	87.8	29.1	75	90	90	87	N/A
2013	65	75.4	91.4	86.2	88.1	28.7	5029	80.2	89.7	90.3	87.5	29.1	5237	80.2	89.6	90.2	87.6	29.1	75	88	91	88	N/A
2014	71	83.1	96.8	96.8	89.1	30.3	4692	80.1	93.0	91.7	90.4	29.3	5419	80.4	93.1	92.1	90.4	29.4	79	91	93	90	28.7

Key Stage 4


Year	Service children					Non Service					Bucks					National			
	no. pupils	%5A* C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	no. pupils	%5A* C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	no. pupils	%5A* C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	%5A* C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA
2011	42	71.4	354.7	81.6	79.5	5362	71.1	364.0	79.0	78.6	5535	69.6	357.8	77.3	77.1	58	339	72	65
2012	6	33.3	344.4	60.0	80.0	5497	69.7	363.1	74.5	79.6	5503	69.6	363.1	74.5	79.6	59	344	68	69
2013	44	59.1	343.1	70.0	87.5	5298	71.8	364.5	78.5	81.0	5562	71.2	363.6	78.1	80.9	61	342	70	71
2014	4	SUPP	SUPP	SUPP	SUPP	1279	50.9	292.7	70.6	60.1	5678	69.4	342.3	78.6	76.8	53	303	72	66

SUPP - data suppressed where less than 5 pupils

Note - Service child status information missing for the majority of Key Stage 4 pupils in 2014

Appendix 4: BCC EDUCATIONAL PSYCHOLOGY SUPPORT FOR SERVICE CHILDREN

- Support of Doctoral research focusing upon Service Children
- Development and trading of 'My Passport' through EPS Traded Services Website (NB: press interest)
- Membership of 'Task & Finish Group' re: pupil premium for SC (Completed)
- Membership of Service Children's Consultative Group (Group ceased)
- Advice given to the LA regarding special circumstances of Service Children in relation to SEN processes- under review
- Link to CEAS: Sue Wright
- Service Children included in EPS high priority groups: See table
- Responsibility for CPD in relation to Service Children for EPS
- Link Psychologist for EPS colleagues
- Critical Incident Response link Psychologist (Service Context)

CYP Priorities	Closing the Gap Transitions Participation	Early Intervention and Prevention Family Focus Participation	Family Focus Transitions Participation
Highest	<ul style="list-style-type: none"> - Out of school, no school place, permanently excluded - Complex and/or significant and persistent learning and/or behavioural difficulties, which are resistant to intervention* - Highly mobile C/YP with special educational needs 	<ul style="list-style-type: none"> - Significant mental health needs, e.g. depression, anxiety, eating disorder, conduct disorder, bereavement, traumatic life event - Significant physical health needs - Substance abuse - Young offender 	<ul style="list-style-type: none"> - Refugee or asylum seeker - C/YP in Care - C/YP with Child Protection Plan - Young offender - Bully or bullied: causing significant harm either as perpetrator or victim - C/YP from a military family whose parent is deployed to a zone of conflict
	<ul style="list-style-type: none"> - C/YP from underachieving group/community, e.g. travellers, eligible for free school meals - Not attending school - History of fixed term exclusion 	<ul style="list-style-type: none"> - At risk of physical or mental health problems, affecting educational progress/school attendance - Parenting concerns - Parent substance abusers - Parent in prison or with serious criminal record - C/YP at risk of offending – (YISP involved) 	<ul style="list-style-type: none"> - Adopted C/YP - Young carer - C/YP in Need - C/YP at risk of offending – (YISP involved) - Continued bullying identified - Multiple risk factors
	Lowest	<ul style="list-style-type: none"> - No other agencies involved - No history of concerns 	<ul style="list-style-type: none"> - Physical or mental health concerns have minimal effect on education

*Agencies external to the school/college should have been consulted/involved proactively and recommendations implemented and evaluated (SEN Code of Practice, Action 1.1.1)

2014-15 EDUCATIONAL PSYCHOLOGY SERVICE BUSSINESS PLAN:

- To maintain focus on provision to support attainment and well-being of HM Service children

Including:

- November 2014: MOD £50 bid completed for 'My Passport' development for Service Parents- £17K awarded Jan 2015
- December 2014: Tidworth Garrison My Passport Presentation (To support 'draw down' of UK forces from Germany)
- June/July 2014: CPD Training delivered to Service Children's Support Network
- Liaison with Service Children's Support Network as required: on-going
- Liaison with Child Bereavement Charity: on-going
- Collaboration with Oxford Health: Veterans MH & children – presentation to stake holders 25th. September 2014
- Review of papers submitted to SCSN Academic Conference September 2014
- Case work focusing upon specific Service Children: on-going