

Pupil premium strategy statement – The John Hampden Wendover

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-6, 2026-7, 2027-8
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Head Teacher - Steph Parkinson
Pupil premium lead	Head Teacher - Steph Parkinson
Governor / Trustee lead	Pupil Premium Governor Kirsten Snook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Service Pupil Premium allocation this academic year	£5,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 29, 340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of learning. The well-being of each child is vital; we believe a happy and settled child is more receptive to learning.

We also recognise that:

- not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.
- In making provision for socially disadvantaged pupils, we know that not all pupils who are eligible for free school meals will be socially disadvantaged.
- not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil the school has legitimately identified as being socially disadvantaged.

High-quality teaching, ensuring the appropriate provision & resources and deploying staff effectively are factors at the heart of our approach, with an ethos of high attainment for all, regardless of their background or the challenges they face. We respond to a range of evidence including: observation; formative & summative assessment; data; communication with families in order to identify and then focus on areas of need in which our disadvantaged pupils require the most support. This includes consideration of information linked to behaviour, attendance and punctuality. Such robust diagnostic assessment avoids any assumptions about the impact of disadvantage.

Our approach will be responsive to any common challenges as well as individual needs. To ensure effectiveness we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are appropriately supported with their learning and their well-being

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Oracy and Communication Skills</p> <ul style="list-style-type: none">• Assessments, observations and discussions with pupils and families indicate that a significant proportion of disadvantaged pupils have:

	<ul style="list-style-type: none"> • Underdeveloped oral language skills and vocabulary gaps evident from entry to school • Limited confidence in expressing themselves clearly and articulately • Weaker speaking and listening skills compared to peers, impacting their ability to access the curriculum • Difficulties articulating their ideas, explaining their thinking and engaging in classroom discussions <p>These communication barriers affect pupils' ability to demonstrate their understanding and limit their progress across all curriculum areas</p>
2	<p>Curriculum gaps</p> <p>Limited knowledge, skills and retention in Phonics, Reading, Writing and Number compared to peers, impacting progress across the curriculum</p>
3	<p>Cultural Capital</p> <p>Limited opportunities to widen cultural capital through a range of experiences outside of school, affecting vocabulary development, aspiration and broader understanding of the world</p>
4	<p>Our observations and feedback from pupils and parents have identified social and emotional issues for pupils eligible for Free School Meals, or those from Service backgrounds relating to:</p> <ul style="list-style-type: none"> • Distress caused by absence of parent/carer during deployment • Disruption to learning caused by frequent relocation/moving schools • Isolation due to lack of family or community links • Transition into a new home • Individual family circumstances

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
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including formative assessment and work scrutiny
Children leaving The John Hampden School at the end of Year 2 confidently reading, writing and fluent in numeracy	Children progress through the phonics programme successfully, achieving the Phonics Check pass score. Children achieve the Expected level or higher in reading, writing and maths by the end of KS1.

Children are fully included in all school activities, widening their cultural capital through trips, visits and full participation in events and clubs.	Attendance on trips, visits, chosen clubs and school events is fully funded by the school
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Sustained high levels of well-being in our pupils, particularly those who are disadvantaged, from 2024-2025 demonstrated by: <ul style="list-style-type: none"> • Access to regular support from the Nurture Support Co-ordinator • Qualitative data from pupil voice activities, parental feedback and surveys and staff observations

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)

Budgeted cost: £ 7664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for hard to reach families alongside universal offer of support to parents via curriculum support during the school day	There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children. For evidence see <i>Education Endowment Foundation Working with Parents to Support Children's Learning</i>	1,2,3,4
Continually reinforcing the strong school ethos of 'Loving to Learn' and the associated school values, alongside a commitment developing a growth mindset in all pupils. We will fund associated resources, CPD and enrichment activities	Evidence identifies that the underlying beliefs people have about learning and intelligence impacts their performance. When pupils believe they can improve, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement.	1,2,3,4

Embedding dialogic activities across the school curriculum. These are designed to support pupils to extend their vocabulary, articulate their ideas and consolidate understanding. We will fund on-going teacher training and non-contact time	There is a strong evidence base that suggests oral language interventions, high quality first teaching, and specific dialogic activities are inexpensive to implement with high impacts on reading. <i>Education Endowment Foundation Oral language interventions Toolkit Strand</i>	
Continue to improve the quality of social and emotional learning. Social and emotional learning will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school e.g. improved academic performance, attitudes, behaviour and relationships with peers. <i>Education Endowment Foundation Social & Emotional Learning</i>	4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured intervention sessions</i>	EEF- Guidance –making best use of teaching assistants	1,2,4

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

Budgeted cost: £6676

Activity	Evidence that supports this approach	Challenge number(s) addressed

Funded Cultural Capital opportunities: Trips, visits, clubs, events Inclusion: School Uniform inc. P.E kit	EEF Research Using Pupil Premium funding effectively – inclusion / cultural capital	3
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Total budgeted cost: £29, 340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupil Performance Summary (Provisional data September 2024)
The John Hampden School

Where school-LA or school-national differences equate to 1 or more disadvantaged pupil they are highlighted by a ● for a negative difference and a ● for a positive difference

Reformed Early Years Foundation Stage Profile - achieving a good level of development

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)		Difference between School/Area Disadvantaged - Buckinghamshire Other		Difference between School/Area Disadvantaged - National Other	
	Number of Pupils	% achieving a Good Level of Development	Number of Pupils	% achieving a Good Level of Development						
School	2	100.0	88	92.0	8.0	●	26.4	●	N/A	N/A
John Colet Liaison Group	15	46.7	249	79.5	-32.9	●	-26.9	●	N/A	N/A
Aylesbury Vale Area	254	54.3	2485	72.0	-17.7	●	-19.3	●	N/A	N/A
Buckinghamshire	581	51.3	5545	73.6	-22.3	●				
National (2023)	N/A	N/A	N/A	N/A	N/A	N/A				

Year 1 Phonics - achieving the expected standard

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)		Difference between School/Area Disadvantaged - Buckinghamshire Other		Difference between School/Area Disadvantaged - 2023 National Other	
	Number of Pupils	% meeting the expected standard	Number of Pupils	% meeting the expected standard						
School	5	40.0	84	92.9	-52.9	●	-44.3	●	-43.0	●
John Colet Liaison Group	30	53.3	240	85.8	-32.5	●	-31.0	●	-29.7	●
Aylesbury Vale Area	400	61.5	2261	83.6	-22.1	●	-22.8	●	-21.5	●
Buckinghamshire	939	62.5	5452	84.3	-21.8	●				
National (2023)	N/A	67	N/A	83	-16	●				

Optional submission of KS1 data in 2024 - Bucks data based on a limited number of schools, however 95% confidence intervals suggest that if we had a full set of 2024 KS1 data for the LA, the total Bucks figures for KS1 would lie within 2% above or below the Bucks figures given in the tables. Breakdowns by area and Liaison Group

Key Stage 1 - achieving the expected standard in Reading

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)		Difference between School/Area Disadvantaged - Buckinghamshire Other		Difference between School/Area Disadvantaged - 2023 National Other	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard						
School	6	83.3	78	89.7	-6.4	●	6.8	●	10.3	●
John Colet Liaison Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Aylesbury Vale Area	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Buckinghamshire	386	54.1	2085	76.5	-22.4	●				
National (2023)	N/A	54	N/A	73	-19	●				

Key Stage 1 - achieving the expected standard in Writing

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)		Difference between School/Area Disadvantaged - Buckinghamshire Other		Difference between School/Area Disadvantaged - 2023 National Other	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard						
School	6	66.7	78	87.2	-20.5	●	0.1	●	1.7	●
John Colet Liaison Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Aylesbury Vale Area	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Buckinghamshire	386	41.7	2085	66.6	-24.9	●				
National (2023)	N/A	44	N/A	65	-21	●				

Key Stage 1 - achieving the expected standard in Mathematics

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)		Difference between School/Area Disadvantaged - Buckinghamshire Other		Difference between School/Area Disadvantaged - 2023 National Other	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard						
School	6	83.3	78	88.5	-5.1	●	8.1	●	8.3	●
John Colet Liaison Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Aylesbury Vale Area	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Buckinghamshire	386	50.3	2085	75.2	-24.9	●				
National (2023)	N/A	56	N/A	75	-19	●				

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Speech & Language UK (formally 'I-Can')	'I Can' Charity
Nessie Learner	Net Educational Systems
Hairy Reader	Net Educational Systems
Poetry Basket	Make Believe Arts Charity
Tales Toolkit	Make Believe Arts Charity
Helicopter Stories	Make Believe Arts Charity
Emotion Coaching	Emotion Coaching UK

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We employed a Learning Support Assistant who had dedicated time to support the social and emotional wellbeing of service pupils. She regularly meets with pupils and provides targeted support before, during and after a parent is deployed. She can communicate directly with parents and her remit is to encourage service families to meet
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support and interventions were provided.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.