

Pupil premium strategy statement – The John Hampden School Wendover

This statement details our school's use of pupil premium (and recovery 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	289
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sue Barnes Head Teacher
Pupil premium lead	Jo Spencer Senior Leadership Team
Governor / Trustee lead	Ruth Falkus, lead Governor for Pupil Premium

Funding overview

Total PP funds due for 22/23 equals £29,120 comprising: FSM Ever 6 x12 = £16,620; Pupil Premium Plus (Post LAC) x 2 = £4,820; Service Children x 24 = £7,680; In addition, an indicative recovery premium funding amount of £2,030

Detail	Amount
Pupil premium funding allocation this academic year	£21,440
Service pupil premium funding allocation this academic year	£ 7,680
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,150

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.

The focus of our pupil premium strategy is to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. We will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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	Assessments, observations and discussions with pupils and parents indicate under-developed oral language skills and vocabulary gaps among a significant percentage (75%) of pupils eligible for FSM. These difficulties are evident on entry to school and tend to continue to be a factor as children progress through the school.
2	<p>Assessments, observations and discussions with pupils and parents suggest that disadvantaged pupils generally have greater difficulty with phonics than their peers and this negatively impacts their development as readers</p> <p>29% of the disadvantaged (FSM) pupils in Reception were behind age-related expectations in baseline phonics assessments (September 2021)</p> <p>33% of the disadvantaged (FSM) pupils in Reception were behind age-related expectations in baseline phonics assessments (September 2022)</p> <p>69% of the disadvantaged (FSM) pupils in Y1 were behind age-related expectations in baseline phonics assessments (September 2021)</p> <p>50% of the disadvantaged (FSM) pupils in Y1 were behind age-related expectations in baseline phonics assessments (October 2022)</p> <p>50% of the disadvantaged (FSM) pupils in Y2 were behind age-related expectations in baseline phonics assessments (September 2021)</p> <p>56% of the disadvantaged (FSM) pupils in Y2 were behind age-related expectations in baseline phonics assessments (October 2022)</p>
3	<p>Our assessments and observations indicate that the education and well-being of some of our disadvantaged pupils has been impacted by the partial closures of the school to a greater extent than for other pupils as some parents (50%) opted not to send their eligible children into school despite being encouraged to do so.</p> <p>19% of our current cohort of FSM pupils are within Reception classes, 25% are within Year 1 classes and 56% are within Year 2 classes. All KS1 pupils have had their early education disrupted by the pandemic. Issues linked to individual circumstances have also been explored with families and local pre-schools in relation to school readiness.</p>
4	Our baseline assessments and observations indicate disadvantaged (FSM) EYFS pupils demonstrate low levels of attainment on entry in:

	<ul style="list-style-type: none"> • Listening & Attention (67% PP below expected standard) • Speaking (67% PP below expected standard) • Fine Motor (67% PP below expected standard) • People, Culture & Communities (67% PP below expected standard)
5	<p>Our observations and feedback from pupils and parents have identified social and emotional issues for pupils eligible for Free School Meals, those from Service backgrounds or those who have been adopted from care, 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
6	<p>Our observations and monitoring processes have identified a lack of support for learning at home for some disadvantaged pupils when compared to the rest of the cohort and a lack of enrichment opportunities to support social and emotional development for some PP pupils. This has resulted in some PP pupils not making comparable progress to their peers and some inequality in terms of access to enrichment opportunities within or outside school compared to their peers.</p>

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.
Improved reading and phonics attainment among disadvantaged pupils at the end of EYFS and KS1	EYFS Profile and KS1 data for reading and phonics outcomes in 2024-2025 show that more than 75% of disadvantaged pupils meet the expected standard.

Good family links from the start and strong links with pre-school providers, leading to greater school readiness for all pupils	Strong links with pre-school providers and a robust transition process with families, ensure that disadvantaged pupils are identified before they start school and are thoroughly supported as they transition from their pre-school into our school
Improved attainment in baseline and Autumn Term assessments among disadvantaged pupils within EYFS	Baseline and Autumn Term assessments in 2024-2025 show a year on year increase in the number of disadvantaged children reaching the expected standard in PSED, PD, Literacy, Mathematics, UW, EAD.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of well-being in our pupils, particularly those who are disadvantaged, from 2024-2025 demonstrated by:</p> <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
Improved levels of support for learning at home from parents/carers for all disadvantaged pupils along with access to extra-curricular activities to enrich the school experience for these pupils	<p>Sustained support for learning at home from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Vast majority (95%+) of KS1 pupils regularly handing in their homework book on time • Vast majority (95%+) of pupils are heard to read at least once a week at home • Targeted phonics interventions within school are reinforced by completion of activities at home <p>Targeted pupils have access to a range of extra-curricular activities/holiday clubs</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,200

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 evenings/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. <i>For evidence see Education Endowment Foundation Working with Parents to Support Children's Learning</i>	3,4, 6
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. <i>For evidence see the work of Dr. Carol Dweck</i>	2,4,5,6
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>For evidence see Education Endowment Foundation Oral language interventions Toolkit Strand</i>	1,3,4

Purchase of a new validated phonics scheme and associated resources to secure stronger phonics teaching for all pupils and provision of CPD for feeder pre-schools to ensure consistency of approach	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy or word reading and spelling, particularly disadvantaged pupils. <i>For evidence see Education Endowment Foundation Phonics/Toolkit Strand</i>	2,3,4
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>For evidence see Education Endowment Foundation Social & Emotional Learning</i>	3,5

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school 1-1 support for those whose education has been most impacted by the pandemic. A number of pupils who receive tutoring will be disadvantaged.	Additional support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1-1 and in small groups	1,2,3,4,5
Application of the key aspects of the Nuffield Early Language Intervention for all children and specifically for those who show weakness in their oral language	A large-scale randomised controlled, independent trial of the programme by the Education Endowment Foundation (EEF) has provided strong evidence for the effectiveness of NELI: <ul style="list-style-type: none"> Children receiving the NELI programme made the equivalent of 3 	1, 3, 4

skills and who are therefore at risk of experiencing difficulty with reading.	additional months' progress in language.	
Speech and Language Therapy support for any child who has this barrier to their efficient education. Some sessions with qualified therapists may be observed by school staff in order to disseminate support more widely across the school. A number of pupils who receive this support will be disadvantaged.	<p><i>'The opportunity to communicate is recognised as a basic human right. Reducing social and health inequalities requires a focus on improving educational outcomes, with communication skills identified as being central to success at school. Children's life chances are linked to their development in the first 5 years, and some children will need specific interventions to reach their full potential. SLCN have a knock-on effect on emotional wellbeing, school readiness, literacy and school attainment, putting children at increased risk of long-term consequences such as poor literacy, mental health problems and unemployment.'</i></p> <p><i>Department of Health & Social Care</i></p> <p><i>Department for Education</i></p>	1,2,3,4,6
Targeted small group phonics teaching and associated interventions for those pupils, including the disadvantaged, who require further phonics support.	<p>Targeted phonics teaching and interventions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p><i>For evidence see Education Endowment Foundation Phonics/Toolkit Strand</i></p>	2,3,6

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

Budgeted cost: £8,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional adult support to facilitate social and emotional development, 1-1 nurture support and small group interventions, support for any child displaying SEMH difficulties, such as those eligible for PP+, attachment disordered/traumatised children, those impacted by lockdowns, those with a social worker.	<p>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)</p> <p><i>For evidence see Education Endowment Foundation Social & Emotional Learning</i></p>	1,5
Universal and targeted help for parents/carers to improve the quality and frequency of support for learning at home for all pupils, particularly our disadvantaged pupils	<p>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.</p> <p><i>For evidence see Education Endowment Foundation Working with Parents to Support Children's Learning</i></p>	1,2,3,4,6
Provision and targeted access to extra-curricular activities/holiday clubs (free of charge or at a reduced cost)	<p>There is strong recognition that enriching education has intrinsic benefits for all children, including those from disadvantaged backgrounds, who deserve equal access to a well-rounded, culturally rich, education.</p> <p><i>See Education Endowment Foundation Evidence on life skills and enrichment from the Teaching and Learning Toolkit</i></p>	5
Consultation followed by practical strategies to help parents/carers support learning at home	<p>There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have</p>	1,2,3,6

	<p>a shared priority to deliver the best outcomes for their children.</p> <p><i>For evidence see Education Endowment Foundation Working With Parents to Support Children's Learning</i></p>	
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Total budgeted cost: £31,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our standardised teacher administered tests and assessments during the 2021/22 academic year were as follows:

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)	
	Number of Pupils	% achieving a Good Level of Development	Number of Pupils	% achieving a Good Level of Development		
School	4	50.0	77	84.4	-34.4	
John Colet Liaison Group	16	25.0	223	74.0	-49.0	
Aylesbury Vale Area	272	40.8	2237	67.5	-26.6	
Buckinghamshire	616	39.1	5535	67.0	-27.9	
National (provisional 2022)	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)	
	Number of Pupils	% meeting the expected standard	Number of Pupils	% meeting the expected standard		
School	9	77.8	81	88.9	-11.1	
John Colet Liaison Group	21	66.7	241	79.3	-12.6	
Aylesbury Vale Area	362	56.4	2228	78.0	-21.7	
Buckinghamshire	901	55.0	5497	77.8	-22.7	
National (provisional 2022)	N/A	62	N/A	80	-18	

Key Stage 1 - achieving the expected standard in Reading

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard		
School	3	100.0	85	87.1	12.9	
John Colet Liaison Group	21	38.1	241	76.8	-38.7	
Aylesbury Vale Area	397	46.1	2213	71.3	-25.2	
Buckinghamshire	955	47.6	5451	72.8	-25.2	
National (provisional 2022)	N/A	51	N/A	72	-21	

Key Stage 1 - achieving the expected standard in Writing

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard		
School	3	100.0	85	90.6	9.4	
John Colet Liaison Group	21	23.8	241	61.4	-37.6	
Aylesbury Vale Area	397	34.0	2213	60.3	-26.3	
Buckinghamshire	955	32.3	5451	61.2	-29.0	
National (provisional 2022)	N/A	41	N/A	63	-22	

Key Stage 1 - achieving the expected standard in Mathematics

	Disadvantaged Pupils		Other Pupils		In School/Area attainment gap (School Disadvantaged - School Other)	
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard		
School	3	100.0	85	90.6	9.4	
John Colet Liaison Group	21	33.3	241	78.0	-44.7	
Aylesbury Vale Area	397	49.1	2213	72.8	-23.7	
Buckinghamshire	955	44.8	5451	72.3	-27.4	
National (provisional 2022)	N/A	52	N/A	73	-21	

The relatively small number of pupils within the disadvantaged cohort makes data comparison less reliable statistically, but where results are less than 100%, assessment of the reasons points primarily to Covid-19 impact. This disrupted education for our pupils to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from the usual pre-school experience or the in-school pupil premium funded improvements to teaching and targeted interventions during that time. The impact was mitigated by our resolution to try to encourage as many disadvantaged pupils as possible to attend during periods when we reverted to remote learning for many and to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and a carefully designed remote learning offer. Quality first teaching is key to our provision for our disadvantaged pupils. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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

Service pupil premium funding

How our service pupil premium allocation was spent last academic year.
We hired 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 together within the school. She prepares children if they move into or out of the school by completing a special passport.

We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- reviewing and fine-tuning school practice around marking and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- reviewing and enhancing our Behaviour & Self-Regulation Policy. According to the EEF, a number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.
- evaluating and developing the way we gather information to understand our pupils' needs and give pupils a voice

Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, work scrutiny, conversations with parents, pupils and teachers in order to identify the barriers to learning and challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.