

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	275
Proportion (%) of pupil premium eligible pupils	6% FSM 5% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024-2025
Date this statement was first published	December 2022
Date on which it will be reviewed	December 2025
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 24/25 equals £31,554 comprising: FSM Ever 6 x17 = £25,160; Pupil Premium Plus (Post LAC) x 0 = £0; Service Children x 15 = £5,100; In addition, an indicative recovery premium funding amount of £1,294

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Service pupil premium funding allocation this academic year	£ 5,100
Recovery premium funding allocation this academic year	£ 1,294
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,554

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 UK 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	<p>Assessments, observations and discussions with pupils and parents indicate under-developed oral language skills and vocabulary gaps among a significant percentage (93% of pupils eligible for FSM and 32% of Service Pupils). These difficulties are evident on entry to school and tend to continue to be a factor as children progress through the school.</p>
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>100% of the disadvantaged (FSM) pupils in Reception were behind age-related expectations in baseline phonics assessments (September 2023)</p> <p>100% of the disadvantaged (FSM) pupils in Reception were behind age-related expectations in baseline phonics assessments (September 2024)</p> <p>25% of the Service Family pupils in Reception were behind age-related expectations in baseline phonics assessments (September 2024)</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>100% of the disadvantaged (FSM) pupils in Y1 were behind age-related expectations in baseline phonics assessments (October 2023)</p> <p>75% of the disadvantaged (FSM) pupils in Y1 were behind age-related expectations in baseline phonics assessments (October 2024)</p> <p>67% of the Service Family pupils in Y1 were behind age-related expectations in baseline phonics assessments (October 2024)</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> <p>60% of the disadvantaged (FSM) pupils in Y2 were behind age-related expectations in baseline phonics assessments (October 2023)</p> <p>57% of the disadvantaged (FSM) pupils in Y2 were behind age-related expectations in baseline phonics assessments (October 2024)</p> <p>0% of the Service Family pupils in Y2 were behind age-related expectations in baseline phonics assessments (October 2024)</p>
3	<p>Our assessments and observations indicate that the education, well-being and school readiness of some of our disadvantaged pupils has been impacted by the partial closures of schools and pre-school provisions during the Covid pandemic. In addition, we have observed that parental engagement, parenting skills and related confidence levels have also been impacted.</p> <p>19% of our 2022-2023 cohort of FSM pupils are within Reception classes 27% of our 2023-2024 cohort of FSM pupils are within Reception classes 12% of our 2024-2025 cohort of FSM pupils are within Reception classes</p> <p>25% of our 2022-2023 cohort of FSM pupils are within Year 1 classes 40% of our 2023-2024 cohort of FSM pupils are within Year 1 classes 47% of our 2024-2025 cohort of FSM pupils are within Year 1 classes</p> <p>56% of our 2022-2023 cohort of FSM pupils are within Year 2 classes. 33% of our 2023-2024 cohort of FSM pupils are within Year 2 classes 41% of our 2024-2025 cohort of FSM pupils are within Year 2 classes</p> <p>Currently, within our school, all pupils have had their early lives and 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	<p>Our baseline assessments and observations indicate disadvantaged (FSM) EYFS pupils demonstrate low levels of attainment on entry in:</p> <ul style="list-style-type: none"> • <u>Listening & Attention</u> 2022-2023 (67% FSM below expected standard, 25% Service children below expected standard)

	<p>2023-2024 (75% FSM below expected standard, 60% Service children below expected standard) 2024-2025 (100% FSM below expected standard, 0% Service children below expected standard)</p> <ul style="list-style-type: none"> • <u>Speaking</u> 2022-2023 (67% PP below expected standard, 50% Service children below expected standard) 2023-2024 (75% FSM below expected standard, 40% Service children below expected standard) 2024-2025 (100% FSM below expected standard, 0% Service children below expected standard) • <u>Fine Motor</u> 2022-2023(67% PP below expected standard, 38% Service children below expected standard) 2023-2024(100% FSM below expected standard, 80% Service children below expected standard) 2024-2025(100% FSM below expected standard, 25% Service children below expected standard) • <u>Comprehension</u> 2023-2024(75% FSM below expected standard, 40% Service children below expected standard) 2024-2025(100% FSM below expected standard, 0% Service children below expected standard) • <u>Writing</u> 2023-2024(100% FSM below expected standard, 80% Service children below expected standard) 2024-2025(100% FSM below expected standard, 25% Service children below expected standard) • <u>Number</u> 2023-2024(100% FSM below expected standard, 60% Service children below expected standard) 2024-2025(100% FSM below expected standard, 25% Service children 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	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.
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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	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

	<ul style="list-style-type: none"> • Qualitative data from pupil voice activities, parental feedback and surveys and staff observations
<p>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>	<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: £7,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for hard to reach families alongside universal offer of support to parents via curriculum evenings/support during the school day</p>	<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>	<p>3,4, 6</p>
<p>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</p>	<p>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.</p> <p><i>For evidence see the work of Dr. Carol Dweck</i></p>	<p>2,4,5,6</p>
<p>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</p>	<p>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.</p> <p><i>For evidence see Education Endowment Foundation Oral language interventions Toolkit Strand</i></p>	<p>1,3,4</p>

Continued implementation of a 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school additional support for those whose education has been most impacted by the pandemic. A number of pupils who receive additional interventions 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
Exploration and implementation of key aspects of the Nuffield Early Language Intervention for all children and	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:	1, 3, 4

<p>specifically for those who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p>	<ul style="list-style-type: none"> • Children receiving the NELI programme made the equivalent of 3 additional months' progress in language. 	
<p>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. Implementation of guidance from 'Language Link' and 'Speech Link' diagnostic tools.</p>	<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>	<p>1,2,3,4,6</p>
<p>Targeted small group phonics teaching and associated interventions for those pupils, including the disadvantaged, who require further phonics support.</p>	<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>	<p>2,3,6</p>

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

Budgeted cost: £8,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 the Covid pandemic, those with a social worker.</p>	<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>	<p>1,5</p>
<p>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>	<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>	<p>1,2,3,4,6</p>
<p>Provision and targeted access to extra-curricular activities/holiday clubs (free of charge or at a reduced cost)</p>	<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>	<p>5</p>
<p>Consultation followed by practical strategies to help parents/carers support learning at home</p>	<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>	<p>1,2,3,6</p>

	<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: £31,554

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 2022 to 2023 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	81.4	-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	

Our standardised teacher administered tests and assessments during the 2022/23 academic year were as follows:

Disadvantaged Pupil Performance Summary (Provisional data September 2023)
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

School	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	4	25.0	86	89.5	-64.5	-47.2 ●	N/A
John Colet Liaison Group	20	45.0	236	82.2	-37.2	-27.2	N/A
Aylesbury Vale Area	260	46.9	2573	72.2	-25.2	-25.3	N/A
Buckinghamshire	616	47.6	5657	72.2	-24.7		
National (2022)	N/A	N/A	N/A	N/A	N/A		

Year 1 Phonics - achieving the expected standard

School	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 - 2022 National Other
	Number of Pupils	% meeting the expected standard	Number of Pupils	% meeting the expected standard			
School	4	75.0	81	88.9	-13.9	-6.0	-5.0
John Colet Liaison Group	25	56.0	238	79.0	-23.0	-25.0	-24.0
Aylesbury Vale Area	408	57.6	2196	78.7	-21.1	-23.4	-22.4
Buckinghamshire	932	58.7	5410	81.0	-22.3		
National (2022)	N/A	62	N/A	80	-18		

Key Stage 1 - achieving the expected standard in Reading

School	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 - 2022 National Other
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard			
School	10	80.0	79	83.5	-3.5	4.9	8.0
John Colet Liaison Group	28	64.3	236	75.4	-11.1	-10.8	-7.7
Aylesbury Vale Area	431	52.0	2207	74.4	-22.4	-23.1	-20.0
Buckinghamshire	1048	49.4	5421	75.1	-25.7		
National (2022)	N/A	51	N/A	72	-21		

Key Stage 1 - achieving the expected standard in Writing

School	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 - 2022 National Other
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard			
School	10	60.0	79	88.6	-28.6	-6.4	-3.0
John Colet Liaison Group	28	50.0	236	70.8	-20.8	-16.4	-13.0
Aylesbury Vale Area	431	41.1	2207	65.5	-24.5	-25.3	-21.9
Buckinghamshire	1048	39.5	5421	66.4	-26.9		
National (2022)	N/A	41	N/A	63	-22		

Key Stage 1 - achieving the expected standard in Mathematics

School	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 - 2022 National Other
	Number of Pupils	% achieving expected standard	Number of Pupils	% achieving expected standard			
School	10	80.0	79	88.6	-8.6	3.0	7.0
John Colet Liaison Group	28	64.3	236	83.1	-18.8	-12.7	-8.7
Aylesbury Vale Area	431	54.8	2207	77.4	-22.7	-22.3	-18.2
Buckinghamshire	1048	51.9	5421	77.0	-25.1		
National (2022)	N/A	52	N/A	73	-21		

Our standardised non-statutory teacher administered tests and assessments during the 2023/24 academic year were as follows:

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

School	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			N/A	N/A
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	N/A	N/A

Year 1 Phonics - achieving the expected standard

School	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			N/A	N/A
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

School	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			N/A	N/A
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
Aylesbury Vale Area	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

School	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			N/A	N/A
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
Aylesbury Vale Area	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

School	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			N/A	N/A
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
Aylesbury Vale Area	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			

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 early 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, 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
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

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

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.
- Enriching the curriculum further to include Character Education to ensure that all children understand the meaning of, and are encouraged to have, aspiration and hope for the future, to remain positive/resilient in the face of problems and teaching the skills to use when they are faced with challenges.
- Giving children the opportunity to set their own goals and to be taught ways to achieve them.

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.