

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Hampden School
Number of pupils in school	442 (inc nursery) 414 (exc nursery)
Proportion (%) of pupil premium eligible pupils	15.99%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	November 2025
Date this statement was reviewed and updated	
Date on which it will next be reviewed	November 2028
Statement authorised by	Paul Hankey, Headteacher
Pupil premium lead	Laura Craig, Deputy Headteacher
Governor	Fiona Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,640
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,640

Part A: Pupil premium strategy plan

Statement of intent

School Vision

At John Hampden School, our vision is that all pupils—regardless of background or challenges—make good progress and achieve high attainment across all subject areas. We are committed to ensuring that every child thrives academically and personally.

Strategy

Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this vision, including those who are already high attainers. We will also address the needs of vulnerable pupils, such as those with a social worker or young carers, whether or not they are disadvantaged.

High-quality teaching is central to our approach, with targeted support in areas where disadvantaged pupils need it most. This benefits all pupils and helps close the attainment gap while sustaining and improving outcomes for non-disadvantaged pupils.

We firmly believe in a preventative approach to ensure that children ‘keep up’ and do not fall behind from a young age, which is why we prioritise investment in early intervention and targeted support to build strong foundations for lifelong learning.

Objectives

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene when needs are identified.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- To ensure all disadvantaged pupils make sustained progress and achieve high standards through Quality First Teaching, supported by professional learning that enhances teaching expertise, and the implementation of adaptive teaching strategies that enable pupils to *keep up rather than catch up*, fostering equity and excellence in learning.

Key Methods

- Professional learning to enhance Quality First Teaching and adaptive methods
- Support Staff Deployment
- Pastoral & Wellbeing

- Curriculum Enhancements
- Financial Support
- Attendance Team to track and support families.
- Targeted Academic Support
- Transition Support

Challenges

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

Challenge number	Detail of challenge
1	Oracy - Language and Communication Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. All nursery and children of concern are assessed on Well-Comm in EYFS and many are working below the expected section for their age and stage.
2	Phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Attainment Gap Internal assessment data and comparisons with the Local Authority and Juniper Benchmarking Report indicates that Reading, Writing and Maths combined attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Years 1 and 2.
4	Attendance Our attendance records show that some pupils have poor attendance and in 2024/25 we had an issue with increased persistent absenteeism amongst pupil premium pupils. 31.75% of our pupil premium children were persistently absent in 2024/25 compared to approx 27% nationally. This was a marked increase on 2023/24 when the figure was below average at 18.5%.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Other sources of evidence will include engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonic screening attainment among disadvantaged pupils.	Phonics outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a continued downward trend in bullying • a significant increase in participation in enrichment/extra-curricular activities, particularly among disadvantaged pupils • qualitative data from ELSA referrals following intervention • qualitative data following involvement from Family Links Worker
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • Whole-school attendance consistently meets or exceeds national average (e.g., 95%).

	<ul style="list-style-type: none">• Attendance for disadvantaged pupils improves to within 1–2% of non-disadvantaged peers.• Percentage of pupils classed as persistently absent (below 90%) decreases term-on-term.• All pupils at risk of poor attendance identified within 2 weeks of concern.• Evidence of regular communication with families of pupils with attendance concerns.• Attendance reports shared with governors
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Embed high expectations and evidence-based strategies. Use evidence-based teaching strategies (e.g., Rosenshine's Principles). Regular monitoring and feedback cycles. CPD focus on adaptive teaching and inclusive practice and scaffolding learning for individual needs. Use formative assessment to identify gaps early. Implement "keep up" strategies within lessons.</p>	<p>Evidence from The EEF states that "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap." It goes on to say that effective professional development plays a crucial role in pupil outcomes and improving classroom practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3
<p>Feedback Revisit policy updates to reflect focus on on-the-spot verbal feedback CPD time for teachers to engage with and enhance practice of quality feedback to improve pupil outcomes.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3
<p>Oracy Embedding dialogic activities across the school curriculum, to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>The EEF found that, on average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Evidence also suggest that for many school it is a</p>	1,2,3

WellComm intervention – an assessment, intervention and identification tool for EYFS-Y6. SENDCO to lead and provide training.	case of simply refining the curriculum to maximise opportunities for rich talk. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Collaboration Embedding Kagan Cooperative Learning Strategies across the school curriculum to increase participation, peer support, flexible grouping, retrieval and a sense of 'belonging' (to a team/class) Training and support from Deputy Head	Research shows that collaborative approaches to learning have a positive impact on learners. Learners work together on a shared outcome using the strengths of individuals to create a productive and resourceful approach to learning. The school has used structures to provide further training for creating retrieval tasks to enhance children's knowledge and retention of knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://www.kaganonline.com/what_is_kagan/	1,2,3,4
Phonics Senior and Middle Management release time for monitoring and tracking phonics, observing and supporting teaching of phonics. Training for new staff or refresher training where needed.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Reading Training for English Coordinator and release time to design bespoke training for the school based on The Reading Framework. Staff training on 'Reading Lessons' (4 times per week) to focus on reading fluency,	The Reading Framework emphasises a whole-school approach combining Systematic Synthetic Phonics (SSP), fluency, language comprehension, and reading for pleasure, aiming for every child to become a confident, engaged reader by the end of primary school. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,2,3

language and comprehension. English Coordinator release time to observe 'Reading Lessons' and provide support and feedback.		
Writing Training for English Coordinator on the Writing Framework. Coordinator time to design training package for Staff training on the Writing Framework. English Coordinator release time to observe 'Reading Lessons' and provide support and feedback.	The EEF has produced four guidance reports on language and literacy. The reports focus on EYFS, KS1, KS2 and KS3. They cover recommendations for effective approaches for improving literacy, supporting language and literacy development, and improving literacy beyond primary school. Their recommendations home in on specific strategies and practices to develop writing skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1,2,3
Maths Coordinator training on targeted adaptive teaching strategies and focused interventions for disadvantaged learners and pupils falling just below the expected standard. Training to be cascaded to whole staff Time for coordinators to monitor and support.	The EEF state that professional development should be used to raise the quality of practitioner knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	3
Experiential curriculum Enrichment activities and events – Artsweek, Vikings, WWII, Egyptians, Romans, Greeks role-play days.	Creative and experiential learning brings learning to life and engages children orally and physically in an activity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy</p> <p>Wellcom resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p>Pre-Teaching</p> <p>TA support used to pre-teach maths concepts at the beginning of a school day, ahead of lessons. Focus on short interactive sessions using manipulatives and visuals.</p>	<p>Research shows that when children receive pre-teaching of mathematical concepts, they start the lesson ready to participate, fostering equity in the classroom. It aligns with the 'keep up' rather than 'catch up' approach. The EEF supported a 'One Step Ahead – KS1 Maths Teacher Choices trial' which looked at the impact of short and regular pre-teaching sessions on Year 1 and Year 2 pupils (Evaluation due).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/OSA_Study_Plan_BIT_Dec_2024.pdf?v=1763105483</p>	<p>1,2,3</p>
<p>IT Support</p> <p>Support packages: Spelling Shed and Nessy to support reading and spelling Year 1 to Year 6.</p>	<p>The EEF supports the use of technology in supplementing enhancing pupil learning by providing visual and exciting ways to learn. It also provides guidance on choosing the right software for the right activities to ensure they improve teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,2,3</p>
<p>Maths Support</p> <p>Additional maths support to teach a third Y6 group to tailor curriculum to suit needs of pupils. By</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>3</p>

utilising further TA support in this group, our most vulnerable pupils receive small group tuition in tasks daily.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation Whole staff training on Zones of Regulation with the aim of developing our school ethos, improving behaviour across school by helping children to recognise and regulate their emotions and develop strategies when this is hard to do.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Zones of Regulation: https://www.zonesofregulation.com/index.html EEF Social and Emotional Learning (SEL): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4
Behaviour Development of and in-house bespoke training on 'The Hampden Way' to foster a fair and consistent approach to behaviour management; explicit teaching of behaviour for learning and a sense of belonging to a community.	Research from the EEF in to behaviour interventions indicate the crucial start for schools in "developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,4

<p>Attendance Embedding principles of good practice set out in the DfE's Working Together to Improve Attendance document.</p> <p>Formation of Attendance Team (Deputy Head, Family Links Worker and Receptionist) to robustly monitor attendance.</p> <p>Training and weekly meeting attendance meetings.</p>	<p>The EEF provides comprehensive guidance, complementing the DfE's attendance document, looking at wider themes of 'Belonging' and evidence-based resources to assist communication with families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>4</p>
<p>Financial Support To help support independence and resilience the school pays for PP children to attend residential trip and day trips where necessary</p> <p>Financial support for extra-curricular clubs, ranging from sport to cookery.</p>	<p>Learning outside of the classroom brings the benefits of formal and informal education together and reinforces that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.</p> <p>https://www.lotc.org.uk/what-where-why/why/</p>	<p>4</p>
<p>SENCO 1:1 sessions working on specific social and emotional issues and barriers to learning.</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Social and Emotional Learning (SEL):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4</p>
<p>ELSA To support child's learning needs the</p>	<p>ELSA interventions have an identifiable and valuable impact</p>	<p>1,2,3,4</p>

school employs an Emotional Literacy Support assistant (ELSA)	on attitudes to learning and social relationships in school. EEF Social and Emotional Learning (SEL): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Family Links Worker Working to strengthen the connection between home and school, ensuring that pupils and families receive the support they need to thrive through early intervention, parental support, collaboration with outside agencies and Early Help identification.	The EEF found that “parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4
Young Carers Young Carer group activities three times throughout the year. Wellbeing team working towards ‘The Young Carers in Schools’ accreditation with Young Carers in Schools UK.	The accreditation will enhance provision by providing guidance and training on supporting young carers in school and signposting whole-family support and services out of school. https://youngcarersinschools.com/what-is-the-award/	1,2,3,4
TA Development Overtime payments for TAs to attend training	The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. Where teaching assistants deliver targeted interventions to individual pupils or small groups, on average show moderate positive benefits. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1,2,3,4

	<u>toolkit/teaching-assistant-interventions</u>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £98,640

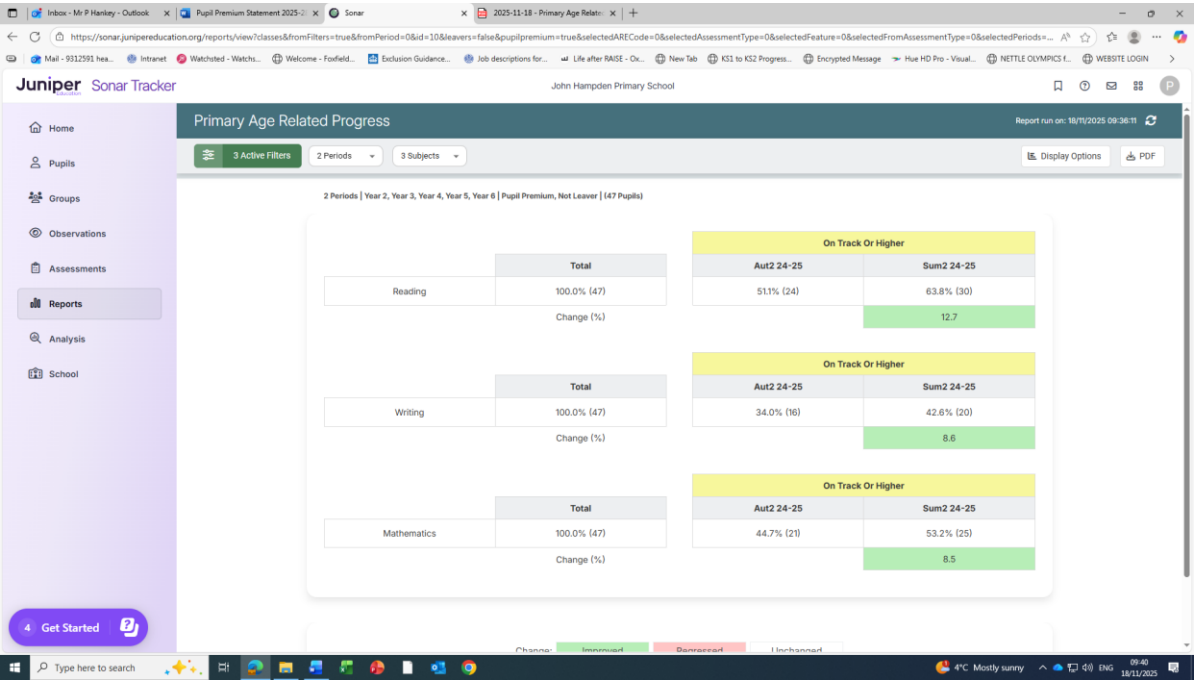
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024/2025 academic year.

Attainment

Our internal assessments during 2024/25 show improved outcomes for pupil premium children in year 1-6. The numbers of pupil premium working at the expected standard or higher was greater at the end of the year than at the start of the year.



Also, our end of KS2 outcomes for our pupil premium children show a general trend of achieving above national averages for reading, writing and maths at both the expected level and higher level of attainment.

JOHN HAMPDEN PRIMARY SCHOOL

READING	2016 (6)		2017 (9)		2018 (9)		2019 (12)		2022 (5)		2023 (12)		2024 (9)		2025 (19)	
	Sch	Nat	Sch	Nat	Sch	Nat*	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
EXP	17	53	78	60	67	64	75	62	60	62	75	60	89	62	68	
GDS	0	10	33	14	22	18	17	17	40	17	33	17	33	18	21	

WRITING	2016		2017		2018		2019		2022		2023		2024		2025	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
EXP	33	64	89	66	67	67	73	68	60	55	58	58	56	58	68	
GDS	0	8	11	10	0	11	8	11	20	6	17	7	22	6	16	

MATHS	2016		2017		2018		2019		2022		2023		2024		2025	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
EXP	33	57	78	63	67	64	75	67	60	56	50	59	89	59	63	
GDS	0	9	22	13	11	14	17	16	20	12	8	13	33	13	11	

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2024	60	75%	61%	Above (sig+)	No sig change	-
2023	61	77%	60%	Above (sig+)	Not available	-

[Chart](#)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	38	53%	46%	Close to average (non-sig)	68%	-15	Not applicable	Not applicable
2025	17	59%	47%	Close to average (non-sig)	69%	-10	Narrowing	-
2024	9	56%	46%	Close to average (non-sig)	67%	-12	Narrowing	-
2023	12	42%	44%	Close to average (non-sig)	66%	-25	Not available	-

[Chart](#)

Low prior attainers - Reading, writing and mathematics expected standard

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Supporting Families

Increased capacity through Family Links means we are able to identify families needing support. Termly meetings between Family Links, the SENDCo, Head teacher and Deputy Headteacher review families needing monitoring; identifying families for Early Help and actioning TAF meeting objectives.

Further Information

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.