



The John Hampden School Wendover

Annual Pupil Premium Report to Governors for Academic Year 2020-2021

The Pupil Premium is an element of school funding aimed at diminishing the difference in attainment of certain disadvantaged groups of pupils. It is calculated based on the number of children receiving free school meals, the number of 'Looked After Children' and the number of children from Service families. The Premium can be spent how the school decides and must ensure that standards are raised as a result of the spending, The Ofsted inspection framework will have a particular emphasis on how well differences are diminishing both within the school and in comparison to national trends with specific reference to children eligible for the Pupil Premium.

In April 2020, for the financial year 2020-2021, our budget share allocated a total Pupil and Service Premium amount of £39,400 (approx. 4% of our overall revenue budget). Page 2 is a summary of the way we plan to use this funding to support our pupils' learning. Our school's pupil premium strategy will be reviewed annually and this report will be updated in September 2020.

(Note: Information related to individual pupils remains confidential)

PUPIL PREMIUM FSM Ever 6
Number of children eligible in October 2020 census: 11 Budget Allocation 2020 -2021 = £ 14,520 This category includes any child that has been registered for FSM in the past 6 years ('Ever 6 FSM') £1,320 per child eligible for FSM and per child identified as 'Ever 6 FSM'
PUPIL PREMIUM SERVICE CHILDREN
Number of children eligible October 2020 census: 23 Budget Allocation 2020-2021 = £6,900 £300 per child of a service family
PUPIL PREMIUM PLUS LAC
Number of children eligible October 2020 census: 4 Budget Allocation April 2018 = £9,200 £2,300 per child
TOTAL Pupil Premium Grant allocation 2020-2021 = £30,620

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals will be socially disadvantaged.
- We also recognise that 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.
- Limited funding and resources means that not all children eligible for free school meals will be in receipt of pupil premium interventions at all times.
- Provision will not be aimed at teaching and learning for pupils with an EHC Plan as funding for need is already in place.
- It will be the responsibility of the Headteacher and the SCNC (Service Children Nurture Co-ordinator) to produce regular reports for the Governing Body about the impact of Pupil Premium Funding.

Summary of Plans for Pupil Premium spending Academic Year 2020/21

Main Barriers faced by eligible pupils:

- School readiness and ability to learn adversely affected by issues linked to individual circumstances
- Negative effects of anxiety related to individual circumstances
- Distress caused by absence of parent/carer during deployment
- Disruption to learning caused by frequent relocation/moving schools
- Inequality of opportunity due to lack of learning support from home
- Isolation due to lack of family community links
- Limited opportunities for extra-curricular activities, activities outside school compared to their peers
- Perception of difference if uniform with school logo is not chosen

Planned spending objectives :

FSM

- To narrow the gap for those pupils not on track to make expected progress at the end of each year in Reading, Writing and Mathematics.
- To provide 'catch-up' support for those adversely affected by COVID-19 pandemic
- To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions for those children.
- To deliver additional, personalised learning opportunities for individuals
- To provide additional extra-curricular opportunities if required
- To provide support for parents in order for them to be able to support learning, behaviour and anxiety management at home
- To continue to employ Nurture/Support co-ordinator
- To provide items of uniform to aid inclusion
- To work collaboratively with local feeder pre-schools/families to ensure children are nurtured to become 'school ready'

LAC

- To narrow the gap for those pupils not on track to make expected progress at the end of each year in Reading, Writing, Mathematics & speech and vocabulary development
- To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions for those children – these groups will involve other non-LAC
- To deliver additional, personalised learning opportunities for individuals – these groups will involve other non-LAC
- To provide additional extra-curricular opportunities if required

SERVICE FAMILIES

- Continue to employ Nurture/Support co-ordinator
- To accurately track changes in circumstances by developing appropriate methods of recording and sharing information
- To provide support and nurture for eligible pupils and their families
- To liaise with relevant agencies to share knowledge and expertise

- To ensure smooth transition for new and existing pupils as they join/leave the school
- To enable families to keep in contact during deployment
- To enable additional opportunities for pupils to receive additional 1-1/ small group support on their own or within groups including other children
- To reinforce a point of contact for Service families on the campus

These objectives have been chosen as they allow us to address the identified barriers faced by eligible pupils. The barriers and the associated objectives are reviewed annually but may be amended to meet the needs of any eligible pupil. The effect of the pupil premium will be measured through regular analysis of attainment and progress data for this group of pupils. Feedback from stakeholders, regular completion of pen profiles and on-going observations of children will provide us with further evidence of the effectiveness of pupil premium funding.

Previous Academic Year 2019-2020

PUPIL PREMIUM FSM
Number of children eligible January 2019 census = 20 Budget Allocation April 2019 = £26,400 This category includes any child that has been registered for FSM in the past 6 years ('Ever 6 FSM') £1,300 per child eligible for FSM and per child identified as 'Ever 6 FSM'
PUPIL PREMIUM PLUS LAC
Number of children eligible January 2019 census =2 Budget Allocation April 2019 = £4,600 £2,300 per child
PUPIL PREMIUM SERVICE CHILDREN
Number of children eligible January 2019 census: 28 Budget Allocation April 2019 = £8,400 £300 per child of a service family
TOTAL Pupil Premium Grant allocation 2019-2020 = £39,400

Summary of Pupil Premium spending 2019/20

Objectives in spending :

FSM

- To diminish differences for those pupils not on track to make expected progress at the end of each year in Reading, Writing and Mathematics.
- To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions alongside other children
- To deliver additional, personalised learning opportunities for individuals on their own or within groups including other children

SERVICE FAMILIES

- To enable families to keep in contact during deployment

- To enable additional opportunities for pupils to receive additional 1-1/ small group support on their own or within groups including other children
- To reinforce a point of contact for Service families on the campus
- To facilitate links between service families and families of other children
- To purchase specific resources for use by service children and other children
- To provide a stimulating and informative interactive display to raise awareness for all staff and pupils
- To provide all pupils with a focus and a point of reference

LAC

- To diminish differences for those pupils not on track to make expected progress at the end of each year in Reading, Writing and Mathematics.
- To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions for those children – these groups will involve other non-LAC
- To deliver additional, personalised learning opportunities for individuals on their own or within groups of other non- LAC

Summary of Pupil Premium spending/actions Academic Year 2019/20

Item/project	Cost 2019/2020	Objective	Outcomes/Impact to date
<u>FSM</u> Extra-curricular activities School Visits School attendance during lockdown/partial re-opening Individual support dependant on need	£35 voluntary contributions x 20 + extra-curricular activities e.g. clubs £700 TA Time/SLT Time £2000	To deliver additional, personalised learning opportunities for individuals	Objective partially met: FSM children were clearly identified and necessary support was organised. On-going schooling for those who opted to attend during lockdown Positive feedback from parents
<u>FSM</u> Social and emotional support	LSA Time £4450	To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions	Objective partially met: Nurture group set up for vulnerable pupils. Social Skills group set up for vulnerable pupils Impacted by school closure although individuals were seen regularly whenever possible
<u>FSM</u> Learning Support	TA Time £6,875 LSA Time £4375	To narrow the gap for those pupils not on track to make expected progress at the end of each year in Reading, Writing and Mathematics.	Tracking information collected in Autumn & Spring Terms (School Closure during Summer Term). Relatively small numbers of FSM children and of these a significant proportion had SEN too.
<u>FSM</u> Provision of School Uniform Christmas Play Tickets Food vouchers during lockdown	£1500	To ensure parents are supported in providing children with appropriate clothing, food, equipment and support for school	Objective met for Autumn and Spring Terms: FSM children were clearly identified and necessary financial support has been organised. Positive feedback from parents Food vouchers throughout the closure/partial re-opening period where necessary
<u>LAC</u>	TA Time £1500 LSA Time	To narrow the gap for those pupils not on track to make expected progress at the end	Tracking information collected in Autumn and Spring Term. With additional support children were making better than expected progress.

	£2000	of each year in Reading, Writing and Mathematics.	
<u>LAC</u> Social and emotional support	LSA Time £3000	To provide extra adult support to facilitate social and emotional development, 1-1 support and small group interventions	Objective met: Nurture group set up for vulnerable pupils. Social Skills group set up for vulnerable pupils
TOTAL	£26,400		
Item/project	Cost 2018-2019	Objective	Outcomes to date
<u>SERVICE</u> Pupil Support	Service Children Support Co-ordinator £7,500 Teacher co-ordinator time £200	To enable additional opportunities for pupils to receive additional 1-1/ small group support	Objective met: evidence in the form of weekly feedback from SCSN co-ordinator reflects that Service children feel supported and settled in school. There is a clear communication route for children and their parents.
<u>SERVICE</u> Family Support Teacher support	Refreshments £100	To establish a point of contact for Service families on the campus	Objective met: Coffee mornings arranged for parents of Service children, some more well attended than others!
<u>SERVICE</u> Raise profile of Service children in the school	SCSN co-ordinator time £100	To provide a stimulating and informative interactive display to raise awareness for all staff and pupils	Objective met: creation of a positive school atmosphere in which pupils' differences are recognised and valued/understood within the school community. Staff have a greater awareness of service families
<u>SERVICE</u> Raise profile of Service children in the school	SCSN co-ordinator time £500	To provide pupils with a focus and a point of reference Red, White & Blue Day Bear Mascots	Objective met: Service children have an accessible focus/source of support. Anecdotal feedback reflects a greater understanding within the school Red, White and Blue day assembly run by SCSN co-ordinator and Teacher
TOTAL	£8,400		

Total Pupil Premium received	£39,400
Total Pupil Premium expenditure	£39,400
Pupil Premium remaining	£0

Early Years Foundation Stage Profile Results

	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Pupils	81	88	85	↑↓	4
Average Total Points	40.8	42.7	43.1	↑↑	2.3
% Good Level of Development	91%	90%	91%	↓↑	0%
	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Disadvantaged Pupils	5	7	4	↑↓	-1
% Good Level of Development	60%	86%	75%	↑↓	15%
Gap Disadv (sch) - Others (Nat)	N/A	N/A	N/A		N/A

National Comparisons		
School	National (2019)	Difference
-	-	-
43.1	34.6	8.5
91%	72%	19%
National data for "Other" pupils		
School Disadv	National (2019)	Difference
-	-	-
75%	N/A	N/A
-	-	-

Phonics Check Results

	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Yr1 Pupils	88	79	92	↓↑	4
% Yr1 working at expected level	93%	91%	90%	↓↓	-3%
Number of Yr2 Pupils	121	84	80	↓↓	-41
% Yr2 working at expected level	94%	100%	98%	↑↓	4%
	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Disadvantaged Pupils	3	5	9	↑↑	6.0
% Yr1 working at expected level	67%	80%	78%	↑↓	11%
Gap Disadv (sch) - Others (Nat)	-16%	-4%	-6%	↑↓	10%

National Comparisons		
School	National (2019)	Difference
-	-	-
90%	82%	8%
-	-	-
98%	91%	7%
National data for "Other" pupils		
School Disadv	National (2019)	Difference
-	-	-
78%	84%	-6%
-	-	-

Key Stage 1

	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Pupils	122	84	80	↓↓	-42
% at least Exp level Reading	85%	90%	88%	↑↓	3%
% at least Exp level Writing	80%	85%	86%	↑↑	6%
% at least Exp level Maths	84%	81%	85%	↓↑	1%
% Greater depth Reading	43%	43%	44%	→↑	1%
% Greater depth Writing	28%	25%	24%	↓↓	-4%
% Greater depth Maths	31%	31%	34%	→↑	3%
	School Trend				
	2017	2018	2019	Movement	Change 2017-2019
Number of Disadvantaged Pupils	8	4	7	↓↑	-1
% at least Exp level Reading	63%	100%	57%	↑↓	-5%
Gap Disadv (sch) - Others (Nat)	-16%	21%	-22%	↑↓	-6%
% at least Exp level Writing	50%	75%	43%	↑↓	-7%
Gap Disadv (sch) - Others (Nat)	-20%	3%	-31%	↑↓	-11%
% at least Exp level Maths	63%	50%	43%	↓↓	-20%
Gap Disadv (sch) - Others (Nat)	-15%	-29%	-37%	↓↓	-22%

National Comparisons		
School	National (2019)	Difference
-	-	-
88%	75%	13%
86%	69%	17%
85%	76%	9%
44%	25%	19%
24%	15%	9%
34%	22%	12%
National data for "Other" pupils		
School Disadv	National (2019)	Difference
-	-	-
57%	78%	-21%
-	-	-
43%	73%	-30%
-	-	-
43%	79%	-36%
-	-	-

Sue Barnes September 2020

Next review of Pupil Premium Strategy: September 2021