

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Hobletts Manor Junior School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	24.6%
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 published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sally Short Headteacher
Pupil premium lead	Claire Short InCo
Governor / Trustee lead	Liz Polson - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,355
Recovery premium funding allocation this academic year	£7,177
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,532

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are supported and challenged to be proud, successful, resilient and aspirational learners.

The focus of our Pupil Premium (PP) strategy is to support our disadvantaged pupils to achieve that goal, irrespective of their starting point. We will also consider the challenges faced by our vulnerable pupils, such as young carers and those who have a social worker. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas which we have identified through robust diagnostic assessment and analysis of termly screening. Our approach is responsive to identified challenges and individual needs. Our objective is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The approaches we have adopted complement each other to help all our pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- 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

This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the Covid pandemic, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, discussions, observations and analysis of answers indicate underdeveloped oral language skills and vocabulary gaps impact on comprehension of texts and written language skills. These are evident throughout the key stage and are more prevalent among our disadvantaged pupils than their peers.
2	<p>Whole school screening indicates that Social Emotional Mental Health (SEMH) needs are the most significant challenge across the whole school cohort. 79% of disadvantaged pupils were identified as having social and emotional needs, compared to 42% of non-disadvantaged pupils.</p> <p>Of those pupils that are disadvantaged 29% also have Special Educational Needs and/or Disabilities (SEND).</p>
3	<p>Our assessments and observations indicate that the education, life experiences and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Many disadvantaged pupils have limited access to wider opportunities that promote aspiration and cultural capital.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations This further extends historical gaps between disadvantaged and non-disadvantaged pupils across the broader curriculum.</p>
4	Parental engagement monitoring shows the % of disadvantaged pupils' parents and carers attending school events such as consultations is significantly lower than the % of non PP pupil parents. A lower percentage of disadvantaged pupils complete the reading challenge and home reading tasks than other pupils.
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.3 – 4.1% lower than for non-disadvantaged pupils.</p> <p>Analysis shows a disproportionate number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Our 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. Improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There will be a year on year increase in progress and the % of PP pupils meeting and exceeding the expected KS2 standard in reading and writing
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, surveys and teacher observations
To close the gap in attainment between disadvantaged and non-disadvantaged pupils across the wider curriculum	<p>Assessment data will show a year on year reduction in the attainment gap between disadvantaged and non-disadvantaged pupils in the broader curriculum.</p> <p>There will be an increase in disadvantaged pupils' attendance at off-site visits, enrichment opportunities and extra-curricular clubs.</p>
To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.	<p>Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year.
To increase parental engagement with pupils' learning and well-being, particularly for disadvantaged pupils	<p>Increased % of pupils engaging in home learning activities.</p> <p>Increased % of parents attending school events, particularly parents of our disadvantaged pupils</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: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed oral language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Embed and enhance use of resources such as Word Aware and fund ongoing teacher training and release time to effectively deliver.</p> <p>Fund refresher training to attain Gold Level P4C award.</p>	<p>There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>Embed use of 'Essential Letters and Sounds' a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils leading to improved literacy outcomes.</p> <p>Fund staff CPD to support delivery</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>Enhance our literacy teaching in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access HfL resources and CPD (including Teaching and Learning Advisor visits).</p>	<p>The DfE guidance 'The Reading Framework' has been produced, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	1, 3

	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Enhance the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased hours for staff to facilitate a greater number of structured interventions, small group and 1:1 support for disadvantaged learners in lesson times	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment.</p> <p>Research shows that TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,5
Embed Word Aware 3 programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<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>	1

Fund whole staff training to enhance implementation.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Fund weekly release time for Golden Mark sessions for all teachers to work with disadvantaged pupils on maths and literacy, focusing on effective feedback	<p>EEF Toolkit shows ‘feedback’ and ‘metacognition and self-regulation’ are two of the most effective approaches for raising attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p><i>Golden Mark</i> aims to provide opportunities to:-</p> <ul style="list-style-type: none"> ○ Help pupils think explicitly about their learning- by providing effective 1:1 time to talk about strategies ○ To encourage learners to take ownership of strategies and techniques which they can then apply back in the classroom ○ For pupils to take greater responsibility for their learning and to understand what is required to succeed. 	3
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3, 5
Fund individual and small group SEMH/ SEL interventions. Use	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance,	2

evidence based programmes to: Teach skills explicitly. Expand emotional vocabulary. Teach self-calming strategies. Discuss perspectives. Develop relationships. Practise problem solving strategies.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
---	---	--

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

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff refresher training for Herts Steps on behaviour management approaches with the aim of supporting our school ethos and improving behaviour across the school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Provide training and release time for staff to develop and implement new procedures and fund attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Fund use of <i>Marvellous Me</i> app to tailor communications to encourage positive dialogue about learning. Provide practical strategies for parents to support learning at home, e.g. via website and school events. Offer sustained and intensive support where needed through Parent	The EEF guidance is based on a range of the best available evidence and recommends : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4

Partners and Family Support Worker.		
Fund a range of enrichment and extra-curricular activities to support wider opportunities and reduce the gap in 'cultural capital' between disadvantaged and non-disadvantaged pupils.	Cultural capital is part of the new Ofsted framework, requiring schools to provide learners with "the knowledge and cultural capital they need to succeed in life." Research shows Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 5
Provide a 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: £91,000

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.

Desired outcomes	Success criteria	Impact
Improved oral 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 engagement in lessons, book scrutiny and ongoing formative assessment.	Evidence across all year groups of increased use of targeted vocabulary (Book Look June '22). Adoption of Word Aware practice across the school following whole school staff training. High profile of 'Word of the Week' in assembly and newsletters.
Improved reading and writing attainment among disadvantaged pupils.	There will be a year on year increase in the % of PP pupils meeting and exceeding the expected KS2 standard in reading and writing.	<p>The % of disadvantaged pupils achieving age related expectations and above in reading (65%) compares favourably with figures for Dacorum (54.2%), Hertfordshire (59.6%) and National (62.2%).</p> <p>A higher % of disadvantaged pupils met age related expectations in reading than non-disadvantaged pupils. (65% compared to 60%).</p> <p>The % of disadvantaged pupils achieving age related expectations and above in writing (65%) compares favourably with figures for Dacorum (48%), Hertfordshire (49.1%) and National (55.3%)</p> <p>ELS purchased and training accessed by all members of the teaching team. Increase in staff confidence in phonics teaching.</p>
To achieve and sustain improved wellbeing for all pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by:	100% of parents who completed our survey either agree or strongly agree that

in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from pupil voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>their child is in happy at our school. (120 responses Oct '22)</p> <p>Pupil voice indicates pupils feel supported, included and cared for in school. Pupils feel staff offer support if they are worried and pupils know where to get help if they need it. 100% of pupils completing social, emotional, mental health based interventions either met or partially met their targets.</p> <p>Our ability to deliver trips and events has continued to be impacted by Covid restrictions</p> <p>Data indicates an increase from 124 to 142 pupils participating in extra-curricular clubs between Summer 2021 and Summer 2022. This reflects an 11% increase in the number of disadvantaged pupils accessing clubs.</p>
To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.	<p>Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year • the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year. 	<p>Attendance for last year was 90.49% for disadvantaged pupils –with 7.16% absences authorised due to illness.</p> <p>A new school attendance manager has been appointed</p> <p>This work will continue in 2022-23.</p>
To increase parental engagement with pupils' learning and well-being, particularly	<p>Increased % of pupils engaging in home learning activities.</p> <p>Increased % of parents attending school events, particularly parents of our disadvantaged pupils</p>	<p>95% of parent/carers have signed up to the Marvellous Me app to receive positive news about their child's activity and engagement in school.</p>

for disadvantaged pupils		<p>Reading Challenge: Data shows an increasing number of pupils engaging in home learning activities in some cohorts across the academic year but this is not yet consistent across the school and will remain a priority.</p> <p>School events in 2021-22 continued to be affected by Covid restrictions. Increased numbers of parents attended Sports Day, Y6 Leavers event, Open Afternoon.</p>
--------------------------	--	--

Externally provided programmes

Programme	Provider
Back on Track English and Maths	HfL
Marvellous Me	Marvellous Me app
Times Table Rock Stars	Maths Circle Ltd
Essential Letters and Sounds	Oxford University Press

Further information (optional)

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 effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to fund further training for senior mental health lead](#) and extending knowledge and understanding across the staff team. Our focus is on: developing our understanding of our pupils' needs, raising awareness about wellbeing and supporting more effective collaboration with parents.
- 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 which activities undertaken in previous years had been effective and which not had the degree of impact that we had expected.

We used evidence from multiple sources of data including internal audits, assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the 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 used the [EEF's implementation guidance](#) to help us develop our strategy.

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.