

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	240
Proportion (%) of pupil premium eligible pupils	27.5%
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 2025
Date on which it will be reviewed	This is the final review for this 3 year statement
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	£100,560
Recovery premium funding allocation this academic year	0
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	£100,560

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	<p>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.</p>
2	<p>Whole school screening indicates that Social Emotional Mental Health (SEMH) needs are the most significant challenge across the whole school cohort. 78% of disadvantaged pupils were identified as having social and emotional needs, compared to 40% of non-disadvantaged pupils.</p> <p>Of those pupils that are disadvantaged 33% 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	<p>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 home reading tasks than other pupils.</p>
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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved reading and writing attainment among disadvantaged pupils.</p>	<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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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
<p>To close the gap in attainment between disadvantaged and non-disadvantaged pupils across the wider curriculum</p>	<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>
<p>To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.</p>	<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>To increase parental engagement with pupils' learning and well-being, particularly for disadvantaged pupils</p>	<p>Increased % of pupils engaging in home learning activities. Increased % of carers 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: **£15,560**

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>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>Enhance 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>Continue funding for 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 learning. (SEL)</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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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
<p>Fund weekly release time for Golden Mark sessions for all teachers to work with disadvantaged pupils on maths and literacy,</p>	<p>EEF Toolkit shows 'feedback' and 'metacognition and self-regulation' are two of the most effective approaches for raising attainment.</p>	3

<p>focusing on effective feedback</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. 	
<p>3</p> <p>Fund further individual and small group SEMH/SEL interventions. Use evidence based programmes to:</p> <p>Teach skills explicitly. Expand emotional vocabulary. Teach self-calming strategies. Discuss perspectives. Develop relationships. Practise problem solving strategies.</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>	<p>2</p>

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff refresher training for Herts Therapeutic Thinking on behaviour management approaches with the aim of supporting our school ethos and improving behaviour across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2,,5
<p>Embedding principles of good practice set out in the DfE’s advice. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>Provide training and release time for staff to develop and implement new procedures and fund attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>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 Partners.</p>	<p>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</p>	4
<p>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.</p>	<p>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</p>	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
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Total budgeted cost: £100,560

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 2023 to 2024 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.	<p>Evidence across all year groups of increased use of targeted vocabulary across the curriculum</p> <p>Adoption of Word Aware practice across the school following whole school staff training. Increased engagement with 'Word of the Week' in assembly and newsletters with pupils' identification of Word of the Week.</p> <p>Increased staff confidence in approach observed during lesson observations.</p> <p>Staff training delivered on oracy and vocabulary development by HfL May 2025.</p>																																
Accelerate progress for Pupils in receipt of Pupil Premium to close the attainment gap.	The progress of pupils in receipt of PP funding will be consistently above that of non-disadvantaged pupils in reading, writing and maths.	<p>Attainment Data for Year 6 2025</p> <table border="1"> <thead> <tr> <th>% of pupils EXS/+</th> <th>School PP pupils</th> <th>Herts PP pupils</th> <th>England PP pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88.3% (88.2%)</td> <td>59.8% (60.95)</td> <td>63.2% (62.4%)</td> </tr> <tr> <td>Writing</td> <td>77.8% (64.7%)</td> <td>51.7% (53.3%)</td> <td>59.4% (58.5%)</td> </tr> <tr> <td>Maths</td> <td>77.8% (82.4%)</td> <td>53.5% (53.95)</td> <td>60.5% (59.1%)</td> </tr> <tr> <th>% of pupils EXS/+</th> <th>School Non PP pupils</th> <th>Herts Non PP pupils</th> <th>England Non PP pupils</th> </tr> <tr> <td>Reading</td> <td>90.5% (90.9%)</td> <td>82.8% (82.7%)</td> <td>90.5% (79.7%)</td> </tr> <tr> <td>Writing</td> <td>81.0% (86.4%)</td> <td>77.6% (78.0%)</td> <td>78.1% (77.6%)</td> </tr> <tr> <td>Maths</td> <td>92.9% (90.9%)</td> <td>81.5% (81.4%)</td> <td>80.2% (79.4%)</td> </tr> </tbody> </table> <p>attainment data for 2024 is shown in brackets</p>	% of pupils EXS/+	School PP pupils	Herts PP pupils	England PP pupils	Reading	88.3% (88.2%)	59.8% (60.95)	63.2% (62.4%)	Writing	77.8% (64.7%)	51.7% (53.3%)	59.4% (58.5%)	Maths	77.8% (82.4%)	53.5% (53.95)	60.5% (59.1%)	% of pupils EXS/+	School Non PP pupils	Herts Non PP pupils	England Non PP pupils	Reading	90.5% (90.9%)	82.8% (82.7%)	90.5% (79.7%)	Writing	81.0% (86.4%)	77.6% (78.0%)	78.1% (77.6%)	Maths	92.9% (90.9%)	81.5% (81.4%)	80.2% (79.4%)
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		<p>The percentage of pupils in receipt of PP funding attaining at least the expected standard continued to compare favourably with the same group in Hertfordshire and Nationally, for Reading, Writing and Mathematics and with Non PP pupils in Hertfordshire and England for Reading and Mathematics in 2025.</p> <p>School data for 2025 indicated that the percentage of pupils in receipt of PP funding attaining at least the expected standard in reading and writing increased cc 2024. Whilst the percentage of pupils in receipt of PP funding attaining at least the expected standard in mathematics compared less favourably to data for 2024.school outcomes continued to compare favourably to both local and national.</p> <p>ELS purchased and training accessed by all members of the teaching team. Increase in staff confidence in phonics teaching. New staff have completed phonics training.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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 • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>Pupil voice of disadvantaged pupils completed in June 2025, indicates pupils feel supported, included and cared for in school. (90% responded that they feel emotionally supported / 10% responded they sometimes supported/ 0% responded they do not feel supported).</p> <p>90% of disadvantaged pupils feel staff offer support if they are worried and pupils know where to get help if they need it.</p> <p>100% of disadvantaged pupils reported that they feel supported with their learning.</p> <p>Intervention data analysis shows 100% of pupils completing social, emotional, mental health based interventions either met (77%) or partially met (23%) their targets.</p> <p>46% of all SEMH interventions targeted Disadvantaged pupils</p>

		<p>All pupils in Years 4 and 6 attended workshops led by our MHST Practitioner on managing transitions (June 25). MH Training for all staff increased staff knowledge and understanding. One member of staff attained ELSA accreditation.</p> <p>100% of disadvantaged pupils have benefitted from at least one sport and classroom-based enrichment activity (See enrichment document).</p> <p>Data indicates 61.2% of disadvantaged pupils accessed extra-curricular school clubs in the academic year 2024-25.</p>																																												
<p>To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.</p>	<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 data comparing 2024-25 to 2023-24 and 2022-23</p> <table border="1" data-bbox="922 931 1481 1809"> <thead> <tr> <th colspan="2"></th> <th>% Present</th> <th>% Authorised absence</th> <th>% Unauthorised absence</th> </tr> </thead> <tbody> <tr> <td rowspan="3">All</td> <td>'22-23</td> <td>94.2%</td> <td>4.3%</td> <td>1.4%</td> </tr> <tr> <td>'23-24</td> <td>95.4%</td> <td>2.8%</td> <td>1.3%</td> </tr> <tr> <td>'24-25</td> <td>95.8%</td> <td>3.1%</td> <td>1.0%</td> </tr> <tr> <td rowspan="3">PP</td> <td>'22-23</td> <td>91.1%</td> <td>6.3%</td> <td>2.6%</td> </tr> <tr> <td>'23-24</td> <td>92.9%</td> <td>4.5%</td> <td>2.5%</td> </tr> <tr> <td>'24-25</td> <td>94.6%</td> <td>3.7%</td> <td>1.7%</td> </tr> <tr> <td rowspan="3">Non PP</td> <td>'22-23</td> <td>96.3%</td> <td>3.6%</td> <td>1.0%</td> </tr> <tr> <td>'23-24</td> <td>96.2%</td> <td>3.0%</td> <td>0.8%</td> </tr> <tr> <td>'24-25</td> <td>96.3%</td> <td>2.9%</td> <td>0.8%</td> </tr> </tbody> </table> <p>Data shows:</p> <ul style="list-style-type: none"> A greater increase in attendance for pupils in receipt of PP funding cc whole school year on year, reducing the attendance gap. 			% Present	% Authorised absence	% Unauthorised absence	All	'22-23	94.2%	4.3%	1.4%	'23-24	95.4%	2.8%	1.3%	'24-25	95.8%	3.1%	1.0%	PP	'22-23	91.1%	6.3%	2.6%	'23-24	92.9%	4.5%	2.5%	'24-25	94.6%	3.7%	1.7%	Non PP	'22-23	96.3%	3.6%	1.0%	'23-24	96.2%	3.0%	0.8%	'24-25	96.3%	2.9%	0.8%
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		<ul style="list-style-type: none"> ○ A reduction in authorised and unauthorised absences for pupils in receipt of PP funding year on year. ○ A reduction in the number and % 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>	<p>95% of parent/carers have to date (July 2025) signed up to the Marvellous Me app to receive positive news about their child's activity and engagement in school.</p> <p>Numbers of parents/carers attending school events, including year group productions, open afternoon, consultations and sporting events, continues to increase year on year.</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.