

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** 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	236
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£105,564
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	£105,564

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, to make good progress and achieve high attainment across the curriculum.

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 for pupils whose education and wellbeing has been worst affected by the COVID-10 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	Internal and external assessments indicate that maths attainment among disadvantaged pupils, although in line with non-disadvantaged pupils locally and nationally at the end of the Key Stage, remains below that of non-disadvantaged pupils at our school.
3	<p>Whole school screening indicates that Social Emotional Mental Health (SEMH) needs are the most significant challenge across the whole school cohort. 59% of disadvantaged pupils have been identified as having social and emotional needs, compared to 39% of non-disadvantaged pupils.</p> <p>Of those pupils that are disadvantaged 34% also have Special Educational Needs and/or Disabilities (SEND).</p>
4	<p>Our assessments and observations indicate that the education, life experiences and wellbeing of many of our disadvantaged pupils continue to be impacted to a greater extent than for other pupils.</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>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.7% and 4.2% 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.	<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.
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> There will be a year on year increase in progress and the % of PP pupils meeting and exceeding the expected KS2 standard in writing KS2 writing outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> There will be a year on year increase in progress and the % of PP pupils meeting and exceeding the expected KS2 standard in maths KS2 maths 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 pupil voice, surveys and teacher observations high levels of participation in enrichment activities, particularly among disadvantaged pupils.
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 2027/28 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

	<p>pupils and their non-disadvantaged peers being reduced year on year</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year.
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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: £52,000

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>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>	<p>1, 2</p>
<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</p>	<p>The DfE guidance ‘The Reading Framework’ initially published in 2021 was updated in 2023 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>The Writing Framework was published in July 2025 outlining a common approach to the teaching of writing based on evidence and existing good practice https://www.gov.uk/government/publications/the-writing-framework</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1,2</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will look to maximise opportunities to enhance provision through P4C.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (ELS) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to roll out Teaching for Mastery.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</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>	<p>1,2,3,5</p>

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

Budgeted cost: £27.000

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>	<p>1,2</p>
<p>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>	<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>'Golden Mark' aims to provide opportunities:</p> <ul style="list-style-type: none"> ○ To 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>1,2</p>

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

Budgeted cost: £26.564

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>	<p>1,2,3</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing 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>	<p>1.2.5</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<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</p>	<p>1,4.5</p>

	<p>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>	
<p>Provide a contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £105.564

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This is a new strategy for 2025/26 and a review of outcomes will take place in July 2026

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.	
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.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/29 demonstrated by: <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 	
To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.	Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations. Sustained high attendance from 2025/26 demonstrated by: <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 	○

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year. 	
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Externally provided programmes

Programme	Provider
Back on Track English and Maths	HfL
Diagnostic Assessments	Sandwell Maths, LASS
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.