

Pupil premium strategy statement

Hobbs Hill Wood Primary School

This statement details our school's use of pupil 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	Hobbs Hill Wood Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	77 children -18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	30 November 2025
Date on which it will be reviewed	30 November 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Dishita Trivedi
Governor / Trustee lead	Caroline Brown

Funding overview

Detail	25/26 Budget
Pupil premium funding allocation this academic year	£121,271.67
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	£121,271.67

Part A: Pupil premium strategy plan

Statement of intent

At Hobbs Hill Wood Primary School, we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do at least as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Hobbs Hill Wood Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able and gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap is wider for several PP children.
2	Covid 19 has had a significant impact on our pupil premium children. There are increasing numbers of DVP children with social communication difficulties due to lack of interaction. There is also a lack of cultural capital amongst some of our youngest learners which then impacts their ability to access language.
3	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience, and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
4	SEN/D is a barrier to attainment and progress. 25% of our PP children are also SEND.
5	Language barriers of PP children – 15% of PP children have English as an additional language.
6	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
7	Cost of living has a significant impact for some of our families who struggle to afford increasing costs of trips, uniform etc.

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>Challenge – Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap is wider for several PP children.</p> <p>Intended outcome-</p> <ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children. 	<ul style="list-style-type: none"> Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catch-up’ or exceed prior attainment standards. This is done through closely tracked data by the PP Lead, this is shared with Assistant Heads, all staff and Governors termly. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. <u>This is delivered through 1:1 tuition and is delivered by both TAs and teachers.</u> Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. All NON SEN DVP children have been targeted 4 steps of progress to enable strong progress. 															
<p>Challenge – Covid 19 has had a significant impact on our pupil premium children. There are increasing numbers of DVP children with social communication difficulties due to lack of interaction. There is also a lack of cultural capital amongst some of our youngest learners which then impacts their ability to access language.</p> <p>Language barriers of PP children – 15% of PP children have English as an additional language.</p> <p>Intended outcome-</p> <ul style="list-style-type: none"> The language deficit for student in receipt of pupil premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. All pupils are exposed to a breadth of experiences that 	<ul style="list-style-type: none"> All pupils are exposed to rich vocabulary throughout the curriculum. EYFS provision has been reviewed to ensure enhancements and opportunities have a clear communication and language focus. The EYFS team have been trained in <u>terrific talkers</u>. <table border="1" data-bbox="555 1339 1236 1541"> <thead> <tr> <th>YEAR</th> <th>CLL%-ALL</th> <th>CLL%-DVP</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>75%</td> <td>63% (8 PUPILS)</td> </tr> <tr> <td>2022-23</td> <td>83.3%</td> <td>100% (4 PUPILS)</td> </tr> <tr> <td>2023-24</td> <td>84.5% (This is now CL)</td> <td>66.7% (9 PUPILS)</td> </tr> <tr> <td>2024-25</td> <td>85%</td> <td>79% (9 PUPILS)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Targeted pupils receive <u>additional SLC or OT interventions</u>. Parents are engaged in the development of their child’s speech and language. <u>Regular parent workshops to increase parental engagement.</u> Pupils read regularly at school and at home or are listened to regularly at school. They have access to high quality books for individual and guided reading. <u>There is a library in KS1 and KS2 that all children have access to and can borrow books from.</u> Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of PP pupils are working at ARE or above across the school in phonics and reading. 	YEAR	CLL%-ALL	CLL%-DVP	2021-22	75%	63% (8 PUPILS)	2022-23	83.3%	100% (4 PUPILS)	2023-24	84.5% (This is now CL)	66.7% (9 PUPILS)	2024-25	85%	79% (9 PUPILS)
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<p>enable them to contextualise their learning.</p> <ul style="list-style-type: none"> • Pupils love learning and have access to an engaging, broad and varied curriculum. • All children have access to appropriate technology at school and at home. 	<table border="1" data-bbox="555 129 1385 271"> <thead> <tr> <th>Year</th> <th>Year 1 results</th> <th>Year 1 DVP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>75%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>2023-24</td> <td>63%</td> <td>43%</td> <td>81%</td> </tr> <tr> <td>2024-25</td> <td>85%</td> <td>90%</td> <td>87%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The curriculum will provide pupils with an exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits (<u>each year group has three school trips a year</u>), WOW events and <u>experiences (Creative Arts Week, whole school trip, Into The Wild Zoo workshops, Bi annual residential trips)</u> to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. (<u>Theatre trips, Football match trips, Young Voices</u>) • Access to TT Rockstars will be offered to children who need support during lunchtime, breakfast club or after school club so that they can use the internet and devices that are available in school. • Children are given regular opportunities to change their home reading and/or school library book. • % of DVP children will be close to the class % for ARE at the end of the year in foundation subjects. 	Year	Year 1 results	Year 1 DVP	National	2022-23	75%	64%	75%	2023-24	63%	43%	81%	2024-25	85%	90%	87%
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<p>Challenge- SEN/D is a barrier to attainment and progress. 25% of our PP children are also SEND.</p> <p>Intended outcome-</p> <ul style="list-style-type: none"> All SEND children make good or accelerated progress from their starting points. 	<ul style="list-style-type: none"> APDR (<u>assess, plan, do, review</u>) is in place for all DVP children with SEND. Targets are SMART and reviewed regularly. APDR align with professional advice and documents are shared with all stakeholders. SEN TAs to be briefed by the class teacher and effective planning to show how the APDR targets are being implemented. SEN TAs to deliver specific interventions (SALT, OT targets etc) <table border="1" data-bbox="555 392 1246 656"> <thead> <tr> <th>SEN and DVP</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2022-23 28 children</td> <td>93% (18%)</td> <td>93% (21%)</td> <td>89% (18%)</td> </tr> <tr> <td>2023-24 25 children</td> <td>84% (8%)</td> <td>80% (12%)</td> <td>88% (16%)</td> </tr> <tr> <td>2024-25 24 children</td> <td>96% (13%)</td> <td>96% (13%)</td> <td>83% (13%)</td> </tr> </tbody> </table>	SEN and DVP	Reading	Writing	Maths	2022-23 28 children	93% (18%)	93% (21%)	89% (18%)	2023-24 25 children	84% (8%)	80% (12%)	88% (16%)	2024-25 24 children	96% (13%)	96% (13%)	83% (13%)								
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<p>Challenge- Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.</p> <p>Intended outcome-</p> <ul style="list-style-type: none"> Attendance to be tracked closely to enable steps to be put in place for these children to be in school. 	<ul style="list-style-type: none"> Persistent absenteeism linked to children who may have SEND as a barrier. <u>Staff briefed of EBSA and early signs of this.</u> <table border="1" data-bbox="611 734 1406 920"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>64</td> <td>26.6%</td> <td>24.4%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2023/24</td> <td>63</td> <td>28.6%</td> <td>27.1%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2022/23</td> <td>68</td> <td>17.6%</td> <td>29.3%</td> <td>Below (sig-)</td> <td>No sig change</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Agencies like <u>Dacorum Families First</u> to work with those families that may need extra support. <u>Free access to both Breakfast and After School Club</u> to enable a settled start to the day. <u>Mental Health Hub</u> to offer strategies to children who struggle with coming to school. <u>Drawing and Talking/CBT strategies</u> offered as an intervention to draw out possible barriers for the child. Children regularly discussed in key stage meetings. <u>Morning check in time</u> to allow the class teacher or TA to build a relationship and offer support at the start of the day. 	Year	Cohort	School	National	National distribution banding	Trend	2024/25	64	26.6%	24.4%	Close to average (non-sig)	No sig change	2023/24	63	28.6%	27.1%	Close to average (non-sig)	No sig change	2022/23	68	17.6%	29.3%	Below (sig-)	No sig change
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<p>Challenge- Cost of living has a significant impact for some of our families who struggle to afford increasing costs of trips, uniform etc.</p> <p>Intended outcome-</p> <ul style="list-style-type: none"> To make payments affordable for all families and review where costs can be reduced for parents. 	<ul style="list-style-type: none"> The price for school meals had significantly increased over the last few years. A new catering company to provide school meals <u>cutting the cost for parents from £3.25 daily to £2.85</u>. PP children receive free school meals and milk. <u>Part payments</u> introduced for all trips. <u>Vouchers</u> issued to all PP children towards after school clubs, trips and swimming. <u>Free access to breakfast and after school clubs.</u> <u>Laptop paid</u> for from years 3-6. <u>10-week tuition programme</u> available for all PP children. <u>'Too Good To Go' shop</u> opened in November 2023 providing free uniform and everyday essentials. Weekly food items available from Tesco as we have partnered with FareShare, a National food waste charity. 																								

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: £38,243.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	All
Role of Pupil Premium lead	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending	All
Funding of additional teachers and teaching assistants across all year groups to enhance first quality teaching and enable small group teaching and interventions Additional teacher used to cover class teacher SENCO, subject, management time.	The Education Endowment Foundation states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and skilled teaching assistants to provide this additional support is essential to quality first teaching. Research undertaken by NFER for the DFE identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment – all of these building blocks are robustly utilised and monitored in our school Evidence from established school practice	2,3,4
HT and DHT teaching in Y6 to secure accelerated progress and increase the RWM %	The Education Endowment Foundation states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and skilled teaching assistants to provide this additional support is essential to quality first teaching. Research undertaken by NFER for the DFE identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment – all of these building blocks are robustly utilised and monitored in our school Evidence from established school practice which shows our robust sequences of learning leads to embedded skills and accelerated progress	2,3,4
Increased staffing ratio in Y3 and 4 to address complexities (2 x EHCP in year 3 and 4x EHCP in year 4)	The Education Endowment Foundation states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and skilled teaching assistants to provide this additional support is essential to quality first teaching. Research undertaken by NFER for the DFE identified seven building blocks that are common in schools	2,3,4

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

Budgeted cost: £31,680.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition for all year groups	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months - Oral language interventions = +6 Months 	1,2,3,4,5 and 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP children in years 3 to 6 are provided with a £72 laptop voucher annually. This enables them to own their own laptop which they can take home and provides them with the same opportunities as other children to develop their IT skills.</p> <p>Laptop PP vouchers: £3,240.00</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p> <p>Access to technology as identified by DfE through digital scheme through lockdown</p>	1,3,4,and 5
<p>Children with poor attendance (below 90%) offered a place at Breakfast Club and After School Club (Treetops) and homework support.</p> <p>Breakfast Club -£7,600.00 Treetops -£24,700.00</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> - homework = + 5 Months 	1,2,4, and 5

<p>Access to school trips PP children offered 3 x £20 vouchers to spend on school trips</p> <p>School trip PP vouchers: £5,625.00</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>3,4 and 5</p>
<p>Access to school journeys PP children offered:</p> <ul style="list-style-type: none"> - £130 vouchers towards Swanage 2024 (Y2 to 5) - £225 vouchers towards Isle of Wight 2024 (Y3 to 6) - £25 vouchers towards Y5 Tolmers trip - £30 vouchers towards Y6 Tolmers trip <p>Youth Hostel weekend and Isle of Wight vouchers: £3,030.00 Tolmers -£720.00</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>3,4 and 5</p>
<p>Access to after school sports clubs PP children offered 3 x £25 vouchers to spend on after school sports clubs</p> <p>School Club PP vouchers: £2,612.50</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>3,4 and 5</p>
<p>Access to swimming lessons PP children offered £40 voucher to spend on swimming lessons (years 3-6 only)</p> <p>Swim PP vouchers: £2,025.00</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>3,4 and 5</p>
<p>Counselling for vulnerable children where required.</p> <p>Access to Drawing and Talking.</p> <p>Safe Space Counselling: £1,795.50</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months</p>	<p>3,4 and 5</p>
<p>Free school milk for all pupil premium children - years 3-6 £1,150.00</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>3,4 and 5</p>

Total budgeted cost: £121,271.67

