Pupil premium strategy statement 26-27

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	436
Proportion (%) of pupil premium eligible pupils	68 children -16%
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 2026
Date on which it will be reviewed	30 November 2027
Statement authorised by	Full Governing Body
Pupil premium lead	Dishita Trivedi
Governor / Trustee lead	Yana Waller

Funding overview

Detail	26/27 Budget
Pupil premium funding allocation this academic year	£106,950
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	£106,950

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	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. 37% of our PP children are also SEND.
5	Language barriers of PP children – 19% 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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>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.

Intended outcome-
• 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.</td><td>• 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.</td></tr>
<tr><td>Challenge –
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.

Language barriers of PP children – 19% of PP children have English as an additional language.

Intended outcome-
• 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</td><td>• 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>
<tr><th>YEAR</th><th>CLL%-ALL</th><th>CLL%-DVP</th></tr>
<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>
<tr><td>2025-26</td><td>85%</td><td>86% (6 PUPILS)</td></tr>
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• 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.</td></tr>
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<td>throughout the school community.
• All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.
• 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.</td>
<td>• Increased % of PP pupils are working at ARE or above across the school in phonics and reading.

<table>
<tr><th>Year</th><th>Year 1 results</th><th>Year 1 DVP</th><th>National</th></tr>
<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>
<tr><td>2025-26</td><td>87%</td><td>82%</td><td>81%</td></tr>
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• The curriculum will provide pupils with and exciting, varied curriculum.
• Teachers and support staff will plan a wide range of visits (each year group has three school trips a year), WOW events and experiences (Creative Arts Week, whole school trip, Into The Wild Zoo workshops, Bi annual residential trips) 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. (Theatre trips, Football match trips, Young Voices)
  • 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.</td>
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<td>Challenge-
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.

Intended outcome-
• All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</td>
<td>• Children know and understand the meaning of our ‘Good to be Green’ behaviour approach. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school.
• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are ‘thinking out loud.’
• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.
• Lesson observations will show PP pupils as ‘part of the class’ and grouped to work with a TA in lessons.
• Drawing and Talking is offered for those children needing extra support, or opportunities for a visit to the Butterfly Room for a check in.
• Dacorum Families First and The Mental Health Service work with both families and individual children to offer personalised support or small group interventions to work on resilience and confidence.
• Extra transition is given to those children who would benefit from it. The current teachers introduce the children to their new class teacher/ TA and setting early and allow extra opportunities for questions and visits.</td>
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- Social stories are provided for discussions and readiness for families over the summer.

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Challenge-
SEN/D is a barrier to attainment and progress. 37% of our PP children are also SEND.

Intended outcome-

- All SEND children make good or accelerated progress from their starting points.

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- APDR (assess, plan, do, review) 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)

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%)**
2025-26 19 children	**94% (16%)**	**94% (11%)**	**89% (21%)**

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Challenge-
Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.

Intended outcome-

- Attendance to be tracked closely to enable steps to be put in place for these children to be in school.

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- Persistent absenteeism linked to children who may have SEND as a barrier. Staff briefed of EBSA and early signs of this.

Year	Cohort	School	National	National distribution banding	Trend
2025/26 (2 term)	64	14.1%	24.7%	Below (sig-)	No sig change
2024/25 (3 term)	67	26.9%	24.9%	Close to average (non-sig)	No sig change
2023/24 (3 term)	63	28.6%	27.1%	Close to average (non-sig)	Sig increase

- Agencies like Dacorum Families First to work with those families that may need extra support.
- Free access to both Breakfast and After School Club to enable a settled start to the day.
- Mental Health Hub to offer strategies to children who struggle with coming to school.
- Drawing and Talking/CBT strategies offered as an intervention to draw out possible barriers for the child.
- Children regularly discussed in key stage meetings. Morning check in time to allow the class teacher or TA to build a relationship and offer support at the start of the day.

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Challenge-
Cost of living has a significant impact for some of our families who struggle to afford increasing costs of trips, uniform etc.

Intended outcome-

- To make payments affordable for all families and review where costs

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- The price for school meals had significantly increased over the last few years. A new catering company to provide school meals cutting the cost for parents from £3.25 daily to £2.85. PP children receive free school meals and milk.
- Part payments introduced for all trips.
- Vouchers issued to all PP children towards after school clubs, trips and swimming.
- Free access to breakfast and after school clubs.
- Laptop paid for from years 3-6.
- 10-week tuition programme available for all PP children.

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can be reduced for parents.	• 'Too Good To Go' shop 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: £34,844.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD	Leaders will use the WalkThrus instructional coaching model (Sherrington & Caviglioli) to monitor and strengthen classroom practice for disadvantaged pupils. Through regular, non-judgemental walkthroughs, leaders and coaches will gather evidence of the consistent application of evidence-informed teaching strategies, including checking for understanding, scaffolding, retrieval practice, guided practice and effective questioning. Particular attention will be given to how these approaches support pupils eligible for Pupil Premium funding to access, engage with and succeed in the full curriculum. 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	2,3,4

	Evidence from established school practice	
Increased staffing ratio in Y4, 5 and 6 to address complexities (2 x EHCP in year 4, 4x EHCP in year 5, 4x EHCP in year 6)	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

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

Budgeted cost: £31,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition for all year groups	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - 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
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	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	1,3,4,and 5

opportunities as other children to develop their IT skills. **Laptop PP vouchers: £3,312**	Access to technology as identified by DfE through digital scheme through lockdown	
Children with poor attendance (below 90%) offered a place at Breakfast Club and After School Club (Treetops) and homework support. **Breakfast Club: £2,774** **Treetops: £9,362**	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - homework = + 5 Months	1,2,4, and 5
Access to school trips PP children offered 3 x £20 vouchers to spend on school trips **School trip PP vouchers: £5,475.00**	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	3,4 and 5
Access to school journeys PP children offered: - £130 vouchers towards Sheringham 2027 (Y2 to 5) - £225 vouchers towards Isle of Wight 2027 (Y3 to 6) **Residential Trips: £9,440**	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	3,4 and 5
Access to after school sports clubs PP children offered 3 x £25 vouchers to spend on after school sports clubs **School Club PP vouchers: £5,100**	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	3,4 and 5
Access to swimming lessons PP children offered £47 voucher to spend on swimming lessons (years 3-6 only) **Swim PP vouchers**: £2,162	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	3,4 and 5
Counselling for vulnerable children where required. **Safe Space Counselling**: £1,795.50	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	3,4 and 5

Free school milk for all pupil premium children - years 3-6 **Milk**: £915	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	3,4 and 5

Total budgeted cost: £106,950