2025-26 review of intended outcomes

DVP outcomes

Our three-year average shows that outcomes for our disadvantaged children are significantly above the expected standard nationally for RWM.

	Versus national average				Versus similar school average[1]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Above (sig+)	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)		Above (non-sig)	Above (sig+)
Reading expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)		Above (non-sig)	Above (non-sig)
Writing expected standard	Above (sig+)	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (sig+)
Maths expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)		Above (non-sig)	Above (non-sig)
EGPS expected standard	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)

This year, Hobbs Hill Wood participated in *The Every Child Programme* through HFL. Through careful tracking, monitoring and feedback, the RWM combined percentage for our DVP cohort has increased.

Intended outcome	Review
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.	**Versus national average** Reading progress: 2022 Above (non-sig); 2023 Close to av. (non-sig); 2026 Close to av. (non-sig); 3-year average Close to av. (non-sig) Writing progress: 2022 Above (sig+); 2023 Close to av. (non-sig); 2026 Close to av. (non-sig); 3-year average Close to av. (non-sig) Maths progress: 2022 Above (non-sig); 2023 Above (non-sig); 2026 Close to av. (non-sig); 3-year average Close to av. (non-sig)

2025-26 review of intended outcomes

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<td>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.</td>
<td>
The school English curriculum allows for a rich use of vocabulary through our Power of Reading texts. English observations and book scrutiny show the children can use these high-quality words in the writing. Working walls allow for all children to access support for their writing and ensure success in each lesson. Support from the class teacher and TA is targeted weekly and tuition by both TAs and class teachers enable PPG children to consolidate and make further progress. The school has spent the year developing a progressive, spiral curriculum approach to writing, rich in reading and discussion.

We have a KS1 and KS2 library that all children have access to. This develops their reading for pleasure and gives the children a chance to read non-fiction texts also that may fit what they are learning in other areas of the curriculum. A librarian manages the library and runs sessions at lunchtimes to promote a love for reading.

<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>78% (9 PUPILS)</td></tr>
<tr><td>2025-26</td><td>85%</td><td>86% (6 PUPILS)</td></tr>
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Our SIP featured writing in year 2025-26. As a result of the work that has been put in, CL has gone up for our PPG cohort this year compared to last.

<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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Our 25-26 phonics check % for all and DVP is above National.

The children that failed the check in year 24-25 retook the check in year 2, with only one child not passing the check. (disapplied due to significant SEND)
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<td>All pupils are exposed to a breadth of experiences that</td>
<td>Each year group plans for exciting and engaging trips that contextualise the classroom learning. Additionally, the school has provided opportunities through the year for the children to develop their cultural capital through workshops, celebrations, and trips.</td>
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<td>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>Celebration Week – 40 years of Hobbs Hill Wood

Whole School Trip to Gullivers Land

Young Voices at The OVO Wembley

OFSTED inspection comment -

‘All year groups benefit from trips and visits that bring the curriculum to life. Pupils regularly experience new things, such as going on a train or boat, visiting the seaside, seeing London landmarks and cooking for themselves.’

OFSTED inspection comment -

‘Leaders have designed a comprehensive curriculum. They have decided the order in which knowledge needs to be taught from Nursery through to year 6.’

All children in years 3-6 have their own laptop to use in school. Our DVP children are given a voucher where the cost of the laptop is provided for, enabling every child the same access to classroom learning.</td>
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<td>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</td>
<td>Post pandemic, the school have seen an increase in anxiety amongst children, especially in the younger years. PSHE has always been an opportunity for teachers to open discussions with their class regarding worries and how to best tackle them. Additionally, we have a member of staff who is Mental health and Wellbeing lead. She supports children through Drawing and Talking and other strategies. She also allows for drop-in sessions to discuss worries with the children.

Dacorum Family Services are also based on our school site meaning we can make referrals or signpost as needed. The Mental Health Hub work across the local area, they are also based at our school and deal with mild to moderate anxieties and signpost further.

PSHE lesson observations have shown children are able to talk about strategies on how to become resilient and what this means.</td>
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<td>All DVP SEND children make good or accelerated progress from their starting points.</td>
<td>This table shows the progress outcomes for the 25 pupils who are both DVP and SEN.

The % in brackets indicate accelerated progress.

<table>
<tr><th>SEN and DVP</th><th>Reading</th><th>Writing</th><th>Maths</th></tr>
<tr><td>2022-23

28 children</td><td>93% (18%)</td><td>93% (21%)</td><td>89% (18%)</td></tr>
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	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%)

Percentages are high, in both reading and writing it equates to one child not making expected progress. In maths, the dip is due to children missing GDS but have still achieved EXS.

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

Persistent absenteeism is classified as a pupil having below 90% over an academic year. This equates to a pupil missing 19 or more days of school. Absence is monitored closely by the Head and tracked monthly.

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

We are below National for our DVP cohort, there is over a 10%% difference, showing a significant improvement on the previous year.

To make payments affordable for all families and review where costs can be reduced for parents.

The school continues to offer vouchers for school trips, uniform, swimming, clubs, residential trips and laptops. Part payments are also in place to make costs affordable.

The breakfast and after school club are offered free of charge for our PPG families.

We have managed to reach a significant number of PPG families over the last year due to the success of our Too Good To Go Hub. The Hub offers families second hand uniform as well as a variety of different items each month that have been donated through making links in the local community and national charities. Books, shoes, stationary, toiletries, food and drink items, Easter eggs and Christmas goodies are some of the things we have given away over the last year.

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	We work closely with Dunelm Mill, in the year 2025-26, 75 Christmas gifts were donated for our PPG children. A shoe charity has donated over 50 pairs of black school shoes in a variety of sizes; these were offered to all our PPG families. The success of our Sharing table every week has meant families have access to surplus food, whilst the school contributes to tackling food waste and raising awareness.