Pupil premium strategy statement – Hobletts Manor Infants and Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ian Sizmur (Chair of Governors)
Pupil premium lead	Hayley Yendell
Governor lead	Ian Sizmur

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,055
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£56,055

Part A: Pupil premium strategy plan

Statement of intent

Achievement for All

At Hobletts Manor Infant and Nursery School, we are driven by a clear moral purpose: to ensure achievement for all irrespective of socio-economic factors. We demand that that children who experience vulnerability and disadvantage achieve outcomes that are at least in line with those of their peers. We believe that *"if we let them off, we let them down"* (Dr Dan Nichols). High expectations, consistency and evidence-informed practice underpins every decision we make.

We are resolute in providing the resources, experiences and high-quality teaching necessary to ensure that all children leave each year group with the oracy skills required to access learning confidently in the next year group and the foundations to become successful writers. We are relentless in our approach because the evidence is clear: disadvantaged children benefit most from strong teaching, targeted support and sustained intervention.

We fully recognise that disadvantage is not an indicator of ability, nor a fixed destination. Children and families may experience periods of challenge, and we view these as moments where effective partnership, early identification and well-judged support can remove barriers to learning. We work collaboratively with families to ensure that support is timely, respectful and impactful.

Our Pupil Premium strategy is firmly rooted in the EEF's tiered approach and is built around three key areas:

1. Oracy as a vehicle for social mobility

EEF evidence shows that spoken language approaches have a high impact, particularly for disadvantaged children. We explicitly teach oracy through structured talk, vocabulary development and opportunities for purposeful dialogue across the curriculum, enabling children to articulate ideas, reason effectively and access more complex learning.

2. Writing as the key to achievement across the curriculum

Informed by EEF guidance on literacy, we prioritise writing as a key driver of academic success. We focus on vocabulary, sentence structure, transcription and composition, ensuring pupils receive targeted feedback and additional support where needed. Writing is taught explicitly, practised frequently and linked meaningfully to spoken language development.

3. Regulation as a gateway to learning and wellbeing

EEF evidence shows that strong self-regulation underpins academic and social success, especially for disadvantaged pupils. We teach explicit strategies to manage emotions, sustain focus, and build resilience. Through consistent routines, mindfulness activities, and targeted support, pupils are empowered to engage fully, take risks in their learning, and access the curriculum with confidence.

We commit to using the Pupil Premium Grant strategically, transparently and responsively, guided by evidence and regular evaluation. We will prioritise high-quality teaching, targeted academic support and wider strategies that address barriers beyond the classroom. Every adult is accountable for the progress of our disadvantaged children, and we will challenge ourselves continuously to improve outcomes.

Through relentless ambition, collaborative partnership and evidence-informed practice, we ensure that no child is defined by circumstance and that every child leaves our school confident, articulate and prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	**Oracy as a vehicle for social mobility** Observations and assessments indicate that a high proportion of pupils enter our Nursery and Reception classes with developmental gaps most notably in communication and language with limited vocabulary and under developed language skills. We know that talk is the foundation of thought and writing. We will identify key language and vocabulary that children will be intentionally taught across the curriculum and create rich, purposeful opportunities for talk.
2	**Writing as the key to achievement across the curriculum** Too many of our children face obstacles that hinder their ability to express themselves through writing. These include difficulties with handwriting, spelling, and forming coherent sentences. We will confront these challenges with targeted, high-quality support to reduce each child's cognitive load and unlock their ability to write with confidence and clarity.
3.	**Regulation as a gateway to learning and wellbeing** An increasing number of children are entering Hobletts Manor Infant and Nursery School with significant social, emotional and mental health (SEMH) needs. Many children struggle to regulate their emotions, manage transitions, or engage positively with learning and peers. Difficulties with self-regulation are impacting children's ability to access teaching, sustain attention, and develop independence as learners. Staff require ongoing professional development to deepen their understanding of SEMH, attachment-informed practice and practical, evidence-informed strategies that support regulation, co-regulation and emotional resilience.

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

Oracy • Our children will rapidly develop speech and language skills and build a vocabulary bank which will enable them to express themselves clearly and effectively. • Our children will develop a broad, ageappropriate vocabulary by the end of each year group. • Structured talk becomes embedded in classroom routines, supporting cognitive development and preparation for writing.	• Oracy assessments show measurable improvement termly. • Observational evidence of intentionally planned and purposeful talk in classrooms. • Increased participation in discussions, story-telling, and oral responses across all subjects. • Children's voice indicates improved confidence in speaking and listening. • Subject leaders will be able to clearly identify the key vocabulary for each year group in subject specific areas. • Our children will demonstrate increased confidence in speaking and listening across all areas of the curriculum.

	• All subject areas will have clearly identifiable vocabulary required to be intentionally taught for each year group. • Observations will show an equitable approach to interactions during child initiated learning. • Early intervention closes the language gap for disadvantaged children before they progress to formal writing. • All staff will understand the importance of planning intentional interactions with children who need it.
Writing • Children write with increasing confidence, clarity, and fluency. • Writing skills are aligned with curriculum expectations, enabling children to access other subjects successfully.	• Termly writing assessments show improvement in sentence structure, spelling, and handwriting. • Book scrutinies demonstrate progression in both creative and structured writing tasks. • Moderation outcomes indicate that disadvantaged pupils are performing at least in line with their peers. • Feedback from teachers highlights improved confidence, independence, and engagement in writing tasks. • Targeted interventions reduce barriers, such as fine motor skill difficulties, spelling gaps, and sentence structure challenges. • Disadvantaged children make accelerated progress in writing, reducing attainment gaps.

Regulation • Children develop improved emotional regulation, resilience and readiness to learn.	• Reduced incidents of dysregulation, behaviour incidents and time lost to learning, as recorded in behaviour and pastoral logs. • SEMH needs are identified early and supported effectively, reducing barriers to learning. • Increased engagement in learning for children previously identified with SEMH needs, evidenced through observations and assessment data. • Staff are confident and skilled in supporting children with SEMH through consistent, evidence-informed practice. • Staff are experts in de-escalation and co-regulation and behaviour support across the school. • Children independently or with support use regulation strategies and spaces (e.g. The Nest) effectively.
	• Children's voice indicates children feel safe, supported and ready to learn. • Learning environments promote emotional safety, belonging and positive relationships, enabling all children to engage successfully with learning. Reduced impact of SEMH needs on attendance, behaviour incidents and learning time, particularly for disadvantaged pupils.

Activity in this academic year

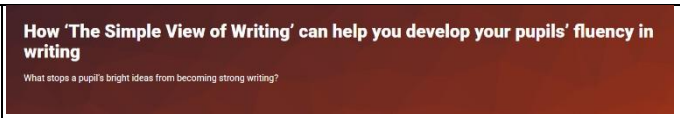
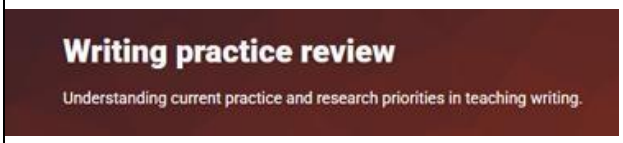
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *28,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

• Whole-school CPD on oracy. • Oracy curriculum – outlining expectations in Oracy from Nursery to year 2. • Subject leader time to identify vocabulary and oracy opportunities in their subjects • Staff training on using WellComm • Development of staff induction including training mentors	  The Oracy Benchmarks – Voice 21	1
• CPD on high-quality writing		2

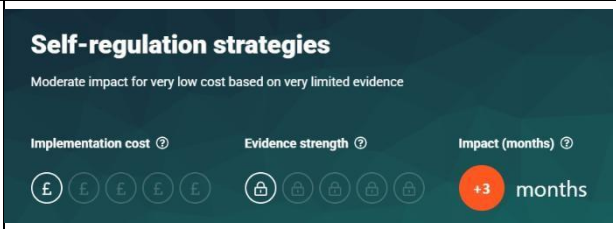
instruction and feedback • Subject leaders to attend local networks • Staff training on reducing cognitive load • Revised approach to handwriting introduced	  	

Whole-school CPD sessions on SEMH, regulation and attachment-informed practice: • Spring Term Inset day on relational practice • Staff provided with cover to carry out professional reading to inform knowledge • Twilight sessions in Summer 1 on supporting children with ADHD • Consultancy Visit reviewing disadvantage and vulnerable provision. • Development of consistent behaviour and regulation strategies across the school	   EEF Improving behaviour in schools EEF Developing Executive Function and Regulation	3

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

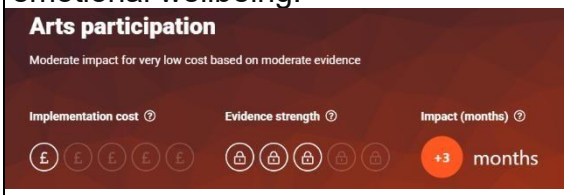
Budgeted cost: £ *23,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one or smallgroup phonics interventions		1

Small-group writing interventions	EEF: Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. 	1.2.3
Language and vocabulary interventions for Nursery/Reception pupils	 	1,3
Targeted SEMH interventions for identified pupils (small group or 1:1)		3
Adult-supported regulation and coregulation sessions		3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental/Carer curriculum snapshots	EEF Parental Engagement Guidance: Family engagement can add **+3 months** to learning outcomes, supporting attendance, behaviour, and academic progress.	1, 2
Enrichment experiences	Enables disadvantaged pupils to have shared experienced with their peers, supporting their emotional wellbeing. 	
Development of *The Nest* – a dedicated regulation and nurture space	Nurture-based approaches and safe spaces support emotional regulation, reduce escalation and improve readiness to learn, particularly for children with SEMH needs. 	3
Pastoral support for children experiencing SEMH challenges	EEF Social and Emotional Learning (SEL) guidance: SEL interventions can improve social behaviour and academic outcomes by **+4 months**.	1, 3
		
Staff coaching and modelling of SEMH strategies	Ongoing professional dialogue and coaching improve fidelity and consistency of implementation, increasing impact.	3

Strengthened home–school communication around oracy support	EEF Parental Engagement guidance highlights the importance of consistent messages and partnership in supporting behaviour and wellbeing. 	1,2
Strengthened home–school communication around SEMH support	EEF Parental Engagement guidance highlights the importance of consistent messages and partnership in supporting behaviour and wellbeing. 	1, 4

Total budgeted cost: £56,000