

Pupil premium strategy statement – Hob Moor Community Primary Academy

This statement details our school’s use of pupil premium (and recovery 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	246
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2025/26 - 2028/9
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tim Jolly
Pupil premium lead	Tim Jolly
Governor / Trustee lead	Carl Law

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,883
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£181,883

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.”

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils and staff have high expectations of what children are able to achieve.
- We adopt an ethos of early intervention when a barrier to learning is identified and recognise that some barriers may be in the short, medium or long term.
- In making provision for socially disadvantaged we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserved the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Our school is located in Acomb, York, in an area of high deprivation. The LSOA in which the school is located is ranked in the middle 50% of deprivation nationally.

Our School has nearly half of the pupils eligible for FSM, Hob Moor falls into the highest quintile (Top 20%) of schools nationally for deprivation.

The school is located in the Westfield Ward, which consistently ranks as the most deprived ward in the City of York.

The deprivation data indicates that families in this area face significant financial pressure compared to the rest of York. A higher percentage of families are either reliant on out-of-work benefits or are in low-paid employment.

In the Westfield ward, approximately 21.6% of children live in low-income families (significantly higher than the York average of ~11%). This often manifests as fuel poverty (difficulty heating homes) and food insecurity, meaning the school likely acts as a critical support hub (e.g., breakfast clubs, uniform support).

Roughly 27.8% of residents in Westfield Ward have no qualifications at all (compared to just ~18% across York).

About 18.8% of residents in the ward have a long-term health problem or disability that limits their day-to-day activities (vs. 15.3% York average). Poor health in the community affects school attendance (both for students and for parents unable to bring them) and readiness to learn.

Safeguarding in the Westfield ward is dominated by domestic abuse, mental ill-health, and substance misuse, but it also faces a very specific, modern threat, criminal Exploitation.

The school deals with a high volume of "Operation Encompass" notifications. This is a system where the police notify the school before the start of the next school day if a child has been present during a domestic incident. The challenge our school has is distinguishing between "poverty" and "neglect" is a constant, complex judgement call for the safeguarding team.

- Pupil Premium – 48%;125 pupils, significantly above the national average
- 3 children 1.2% Looked after pupils and 2% (4 children) previously looked after pupils
- 18 EHCP (7.5% - well above National) with 5 pending (RSA)
- 45 children at SEND support 18.6%

Many of the challenges faced by our community are complex and may lie beyond school influence. Many of our pupils need their eyes opened to a world outside of Acomb and therefore we have a curriculum designed to ensure our pupils aim high, respect and care for ourselves and each other, have opportunities to be reflective, reciprocal, resilient, resourceful and take risks.

This links directly with our whole school REACH values, promoting: Respect, Effort, Attitude, Care and Honesty.. For a variety of reasons, some of our children arrive at school without their basic needs being met. This leads to them being hungry, scared, anxious etc. These barriers need to be overcome in order for meaningful learning to take place.

Our children all need to form strong relationships with their adult(s), they need to be taught to understand themselves as individuals and about emotions. Some need to be taught to self regulate and others need a plan of strong intervention in place in order to allow them to access their curriculum. Others may need specialist resources or teaching spaces to allow them to flourish academically and socially despite their complex special needs.

The school prides itself in providing a range of after school clubs to broaden children's experiences. We know that disadvantaged pupils have been worst affected by the partial closures of schools and that the attainment gap has grown as a result of national lockdowns due to COVID 19. In addition to that, we have found that the emotional wellbeing of some of our children and parents has suffered. School works closely alongside external agencies to ensure families understand the local offer for support, and are helped to access it when necessary (Early Help, Family information service, Raise York, York SEND local offer etc)

Using the EEF "Guide to the Pupil Premium" (Autumn 2021), we intend to place high quality first teaching at the heart of our strategy and place our disadvantaged pupils at the heart of our curriculum which, evidence tells us, is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting non-disadvantaged pupils.

In all of the intended outcomes detailed within our strategy document, is the intention that our non-disadvantaged pupils' progress and attainment will also be supported alongside that of their disadvantaged peers.

Our strategy is built on a robust evidence base of both formative and summative assessments, professional discussions and observations of teaching and learning. Assumptions about the impact of disadvantage are never made and the approaches we are adopting complement each other to be of maximum benefit to our children. To ensure our disadvantaged children learn effectively, we will endeavour to:

- **Ultimate Objective**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and *Maths*.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>Disadvantaged pupils have significantly lower attendance than non-disadvantaged, leading to a persistent absence (PA) rate of 23%, which is 3% higher for their non-disadvantaged peers 20%. This lack of regular attendance and poor punctuality is a barrier to progress and attainment for this group.</p>
2	<p>Outcomes</p> <p>Disadvantage and Achievement: PP students often face challenges that can impact their academic achievement, including poverty, language barriers, and social-emotional difficulties.</p> <p>Closing the Gap: Addressing the achievement gap between PP and non-PP children is essential for ensuring educational equity and promoting social mobility</p>
3	<p>Mental Wellness</p> <p>Our Pupil Voice surveys alongside conversations with the children, their families, other professionals and the WEB Team have identified a variety of social and emotional issues for many of our disadvantaged children. Our WEB records shows that out of the children identified as receiving intensive emotional and well-being support, a significant majority are funded Pupil Premium children with the remainder having significant barriers to their learning.</p>
4	<p>Speech, Language and Vocabulary</p> <p>Data, assessments and observations indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged children. Underdeveloped oral skills and vocabulary gaps amongst disadvantaged children particularly on entering Nursery and Reception. The waiting list for speech and language has significantly increased, since the pandemic. Families do not always seek help and support from external agencies for example S&L or keep appointments.</p>
5	<p>Cultural Capital: Broadening Horizons and Enriching Knowledge</p> <p>To significantly enhance the cultural capital of disadvantaged students, ensuring they acquire a rich and diverse range of life experiences that build foundational knowledge and vocabulary across the curriculum, thereby improving their ability to apply learning and significantly raising their aspirations for future success.</p>

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>1. Attendance and Punctuality</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance and Punctuality</p> <p>Improved and sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero • The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>2. Outcomes</p> <p>Improved attainment amongst disadvantaged children in Reading, Writing and Maths.</p>	<p>Outcomes</p> <p>Disadvantaged pupils consistently maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage;</p> <p>Children who have fallen below their expected flightpath make accelerated progress and “catch up” or exceed prior attainment standards through targeted high-quality wave one teaching and intervention monitored by teachers and subject leads.</p>
<p>3. Mental Wellness</p>	<p>The Barriers to Success will work with families who need support, sign posting to support services such as: IDAS, FEHA/TAFs, Food banks, Housing and Belfrey Safe families.</p> <p>Children will be supported through the Wellbeing practitioners and the School Wellbeing service.</p>
<p>4. Speech, Language and Vocabulary</p>	<p>By 2026 Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessments and Wellcom assessments in EYFS/KS1.</p>
<p>5. Cultural Capital</p>	<p>All children will take part in Hob Moor Pledges and enrichment experiences linked to the Arts and Culture.</p> <p>Disadvantage pupils will have enriched life experiences that they are passionate about.</p>

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: £ 112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech,	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication	4

<p>language, communication and early reading and writing</p>	<p>through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>	
<p>Purchase of standardised diagnostic assessments (PiXL)/Insight</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Closing the gap - SEND specific training</p>	<p>EEF report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.</p> <p>Providing whole school SEND training links to recommendations 1-3.</p> <p>Use of Insight to track the impact of SEN interventions</p> <p>SEND SEN in Mainstream schools Education Endowment Foundation EEF</p>	2
<p>HIGH QUALITY TEACHING: HT led CPD informed by EEF Toolkit on effective pedagogies Purchase Steplab</p> <p>Release time for Teaching and Learning Lead</p>	<p>EEF Research shows improving teachers' pedagogy is effective in raising pupil standards. Teaching Walkthrus books and training materials used to focus on Questioning (EEF toolkit), Scaffolding & Effective Feedback (EEF toolkit)</p>	1 2
<p>Embed the school's English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing.</p>	<p>In school observation & data analysis by English Lead & SLT</p> <p>The use of high-quality units of work using language rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p>https://literacycounts.co.uk/research-influences/</p>	1 2 3 4
<p>Mental Wellbeing</p>	<p>The Barriers to Success team and Mental Wellness Leader Summer data 2025, show that mental wellness intervention had improved academic outcomes over the year for all PP children.</p> <p>Improved Well-being: Mental health support, such as counselling and therapy, can significantly improve students' mental health and well-being.</p>	5 2

	Enhanced Learning: When students feel emotionally secure and supported, they are more likely to engage in learning and achieve their full potential.	
All children will attend Hob Moor Pledges without cost, including swimming and have the correct equipment to participate.	Children will have access to a broad and balanced curriculum	1 2 3 4

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve language and communication skills through bespoke speech and language programmes, and language rich environments.</p> <p>Investments in staff training on Wellcomm</p>	<p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>Continue to use WellComm Speech and Language Toolkit and Cherry Branch maps.</p>	2 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Subject Lead to train identified staff to effectively lead sessions. Staff release time for observations, training and team teaching.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p>KS2 Reading Support Subscription of Reading Plus accelerated reading programme Training for teachers and ATs</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org .uk) And in small groups: Small group tuition Toolkit Strand </p> <p>Regular reading practice develops fluency and comprehension for children who need additional support. EEF indicates that early literacy approaches can impact on pupils learning by +4 months.</p>	2
<p>Boosters offered before and after school.</p> <p>Specific focus on Year 6</p>	<p>EEF states small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost</p>	

	effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy · Education Endowment Foundation - T&L Toolkit - Small Group Tuition 2, 3, 4 · Education Endowment Foundation - T&L Toolkit - One to One Tuition	
Mental Wellness Leader and Attendance leader to implement targeted mentoring focusing on attendance issues, supporting pupils to over barriers to regular attendance.	Severe persistent absentees will attend school on the daily mini bus to help remove barriers for our most vulnerable families. Focused mental wellness support for individuals who are PA by the mental wellness team.	1 2 5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EMOTIONAL WELLBEING: Continue to Increase the school's mental health offer by working with a range of agencies and following the Trust Priorities for 'best practice' in MW.	Working closely with Wellbeing team and the School Wellbeing service to support our mental health offer to our families. Based on our own experiences, by offering extensive wellbeing support in the form of TA intervention, as well as ELSA, for our most disadvantaged children we are improving their behaviour and wellbeing and increasing their readiness to learn EEF indicates moderate impact for social and emotional interventions (+4 months)	
A wide range of extra-curricular clubs provided free of charge	Children from lower income families may not be able to attend after school clubs, which will disadvantage their access improving experiences impacts on academic attainment and progress.	5
Improving Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This includes funding an Attendance administrator, and training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Continue to embed good practice set out in the DfE document, Improving School Attendance-an evidence based document produced in partnership with schools where attendance has significantly improved.	1

<p>Our enrichment program and school clubs will foster skills development and social interactions, shown to boost self-esteem and aspirations.</p>	<p>Children attending a range of clubs, sports and ART/Cultural activities.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra curricular or cultural trips which can be subject to final barriers for pupils from deprived backgrounds.</p>	<p>2 3 4</p>
<p>Wellbeing Breakfast for children that need support when coming into school in the morning.</p>	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> ● Improve cognitive function, particularly memory, attention, and executive function ● Improve academic performance, including school grades and achievement test scores 	
<p>Subsidised visits</p>	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. For some of our pupils the only time away from home, experiencing the wider world during the year is on school residential and school trips. Improving experiences impacts on academic attainment and progress.</p>	
<p>Aspiration workshops and fairs as well as a range of visitors from the local community</p>	<p>Children from lower income families need structure and support from an early age to widen their horizons and develop lifelong aspirations</p>	
<p>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>	

Total budgeted cost: £ 183,000

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

2. Outcomes

Improved attainment amongst disadvantaged children in Reading, Writing and Maths.

- **Year 1 Phonics:** 29 children

Overall % 29 children	% PP at EXS 16 children	% non PP at EXS 13 children	Difference
79%	85%	75%	+10%

Year 4 Multiplication Tables Check (MTC):

Overall % 35 children	% PP at EXS 15 children	% non PP at EXS 20 children	Difference
41%	35%	50%	-15%

Year 6

Reading

	Overall %	% PP at EXS	% non PP at EXS	Difference %
SATs	57	45	66	21

Grammar, Punctuation and Spelling

	Overall %	% PP at EXS	% non PP at EXS	Difference %
SATs	61	45	76	31

Maths

	Overall %	% PP at EXS	% non PP at EXS	Difference %
SATs	64	55	71	16

Writing

	Overall %	% PP at EXS	% non PP at EXS	Difference
SATs	66	60	71	11

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider