

Pupil Premium Strategy Statement 2025-26

Hobart High School

This statement details our school's use of pupil premium funding during the current academic year to help improve the attainment and progress of our disadvantaged pupils. It also features the outcomes for disadvantaged pupils during the last academic year.

School Overview

Detail	Data
Number of pupils in school	687 (September 2025)
Proportion (%) of pupil premium eligible pupils	25.2% 166 FSM (2025)
Academic year/years that our current pupil premium strategy plan covers – Year 2 2025-2026	2024-2027 (3 Year Strategy – Year 2)
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	R. Li-Rocchi - Head of School
Pupil premium lead	J. Wilkinson - Assistant Head
Governor / trustee lead	A. Clark – Local Governing Body

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,510

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hobart High School, our school ethos is 'excellence in a caring community' and this is at the heart of what we strive to achieve with all of our students.

Our aim is to enhance educational opportunities for all young people to the benefit of them and their community. We do this through providing a knowledge rich curriculum, raising aspirations, improving teaching and learning standards, providing the best possible environment for learning, and exposing our students to rich enrichment experiences.

We believe that support, collaboration and challenge are all key to raising and maintaining the highest standards, thus providing students and staff with the opportunity to thrive, flourish and excel.

Our Pupil Premium Strategy mirrors these values. The strategy is in place to ensure that our disadvantaged pupils, including those outside this group who may have additional challenges, will achieve the progress and attainment outcomes at least in line with their non-disadvantaged peers at school, and at local and national levels.

Our inclusive approach aims to provide opportunities that will give our disadvantaged pupils the knowledge, skills and experiences to prepare them for the next stage in their education and ultimately future careers. This includes developing the skills needed to have a positive impact on their own life choices and decision-making.

A wide range of high quality personal development and cultural capital opportunities are offered to raise aspirations. These are part of our approach, and help develop youngsters who are well-rounded, caring and active members of their community.

Our strategy considers the menu of approaches outlined by the DfE guidance and the recommendations of the Education Endowment Foundation (EEF) Pupil Premium Guidance. The research and evidence clearly state that the most effective strategies for improving the outcomes for disadvantaged pupils are access to a high-quality knowledge rich curriculum and through high-quality teaching and learning. Our approach and strategy has these aspects at its core and strives to be fully inclusive.

We also prioritise strategic support and guidance, including for attendance and wellbeing, to help our students overcome challenges that are varied and complex, and to support achievement towards individual goals and sustained progress.

We have used evidence-based research to select key areas of focus and strategies to be effectively used by Hobart staff. As recommended by the EEF, we use a three-tiered approach to support our Pupil Premium pupils.

Challenges

The details below outline the key challenges to achievement that we have identified for our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students tend to make less progress than their peers. Outcomes at GCSE for disadvantaged children are below those of non-disadvantaged peers. In 2024-2025, the FFT20 attainment 8 estimate per disadvantaged pupils was 4.1 and their actual attainment was 3.6. For the non-disadvantaged cohort, the gap was narrower, with the FFT20 attainment 8 estimate per pupil at 4.7 and actual attainment at 4.9.
2	Internal reading data for years 7, 8 & 9 shows that Pupil Premium students have lower reading ages than non Pupil Premium students. This has been identified as an area that can challenge access to some areas of the curriculum. Data for our year 7 cohort in 2025-2026 continues to show a gap within the screening for reading completed. Non-Pupil Premium reading age average was 12 years 3 month and Pupil Premium reading age average - 11 years 5 months, a 10 month gap.
3	Pupil Premium students attend less well than non-Pupil Premium students do. In 2024-2025, attendance for the Pupil Premium cohort was 86.04% compared to 91.23% for non-Pupil Premium students. Disadvantaged students' attendance was 86.18% compared to non-disadvantaged students: 91.43%).
4	Impact on learning is clearly linked to attitudes to learning, engagement in lessons and behaviour choices. Proportionally more Pupil Premium students receive sanctions, including suspensions and internal exclusions, than non-Pupil Premium students.
5	Fewer Pupil Premium students engage in some aspects of our school community life, enrichment opportunities, work experience, interventions, leadership and school events than our non-Pupil Premium students.
6	Pupil Premium students and families have been identified as a key group that have needed additional support with wellbeing / SEMH, including support with friendships, anti-bullying measures. anxiety, mental health, exam challenges and bereavement.

Intended Outcomes

The table below outlines outcomes we are aiming for **at the end of our current strategy plan**.

Intended outcome	Success criteria
1. Close learning gaps to allow Pupil Premium (PP) students to make good progress in line with their non PP peers.	Students will have outcomes in line with their non PP peers.
2. To see improved levels of reading and literacy for PP students that support better access to the curriculum.	Reading standardised scores demonstrate improvement in PP students so that the gap between PP and non PP is narrowed. Staff will see increased student engagement with the curriculum.

3. PP students (and their families) who have lower attendance than our school target are supported by the school and outside agencies as required so their attendance can improve.	Increased PP student attendance in line with national data and a reduction in the PP v non-PP gap in attendance. Clear plans are in place where needed to improve attendance.
4. Fewer behaviour incidents are recorded for PP students and there is evidence of improved attitudes towards learning.	There is a decrease in the proportion of negative events, suspensions, internal exclusions and permanent exclusion of PP students. Improved engagement of PP students in positive behaviours.
5. Students in receipt of PP are proportionally represented in curricular, extra-curricular, leadership, enrichment activities, work experience and at careers/post 16 events, with increased engagement and aspiration. PP pupils develop skills and experiences needed to improve social/cultural capital.	Barriers to participation are interrogated and students are supported to engage in a full range of activities. Financial, travel, equipment and resource barriers are removed where possible and additional independent careers support is offered to those in most need to support Post 16 choices and transition.
6. To continue to offer strategic wellbeing, SEMH and anti-bullying support to our PP students and families that may remove barriers to young people's learning, engagement and progress.	Students are able to attend school and have plans in place where needed to support learning. Where required, families have been signposted to further sources of support.

Activity in this Academic Year

This section 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: £54,496.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in and develop high quality teaching & learning (T&L), led by our Assistant Headteacher (AHT for T&L) that supports the progress, recruitment and retention of teaching staff.	EEF Guide to the Pupil Premium (Autumn 2021 & 2023).	1, 2, 4
Walkthrus platform is used by Heads of Department (HODs) to build clusters of high quality professional development (PD) that develops means of addressing learning challenges. Promotion of instructional coaching principles within teaching teams.	EEF Teacher Feedback to Improve Pupils Learning –EEF Feedback report June 2021 (Tom Sherrington & Oliver Caviglioli).	

<p>Whole school PD to embed the development of modelling in the classroom and meta-cognition skills in all learners.</p> <p>To improve accessibility to technology for staff in classrooms that leads to impactful modelling when using visualisers.</p> <p>Release time for staff to complete National Professional Qualifications.</p>	<p>Rosenshine's Principles in Action –Tom Sherrington. EEF Meta-Cognition and Self - regulation Toolkit.</p> <p>Using Digital Technology to Improve Learning EEF Guidance Report August 2019.</p> <p>EEF Guide to Pupil Premium Autumn 2023.</p>	
<p>To provide release time for AHT & mentors for Early Careers Teacher mentoring / coaching and to develop high quality teachers as evidenced by quality assurance. Provide quality PD linked to this.</p>	<p>EEF Guide to Pupil Premium Autumn 2023.</p> <p>EEF Guide on Effective Professional Development.</p>	1, 2 , 4, 6
<p>To contribute to release time for our SENCO to co-ordinate delivery of PD for 'quality first teaching', inclusion & intervention.</p>	<p>EEF Guide on Effective Professional Development. Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.</p>	1,2,4,6
<p>To contribute to release time & literacy PD that is led and developed by our linked AHT.</p> <p>To continue to develop literacy, reading & oracy strategies in all subject areas through a variety of approaches across the school that narrow the reading gap.</p> <p>Resource and further embed diagnostic testing and it's use.</p> <p>Staff are trained and use testing data to identify students who can receive intervention, and to inform teaching & learning support in the classroom.</p>	<p>EEF Guide to the Pupil Premium (Autumn 2021 & 2023).</p> <p>Bridging the word Gap at Transition - The Oxford Language Report 2020.</p> <p>Closing the Vocabulary Gap – Alex Quigley, David Fulton Books April 2018.</p> <p>Reading Comprehensions Strategies EEF –Teaching & Learning Toolkit.</p> <p>Improving Literacy in Secondary Schools.</p> <p>Diagnostic Assessment – EEF.</p> <p>EEF Guidance - Making the Best Use of Teaching Assistants.</p>	1, 2, 4, 5

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

Budgeted cost: £76,978.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering holiday Interventions and extended after school interventions for small groups in addition to but linked to the curriculum followed in lessons.	Small group tuition – Teaching and Learning Toolkit EEF.	1, 2, 3, 5
Release time for AHT/SENCO to plan and quality assure provision for students who are PP and SEND.	Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.	1, 2, 3, 4, 5, 6
Delivering well-evidenced targeted literacy interventions led by a Teaching Assistant for pupils that require additional support.	Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.	1, 2, 3, 5
Teaching Assistant deployment for delivery of structured interventions to support the specific needs of disadvantaged pupils with SEND.	Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.	1,2,4,5,6,
Provision of a homework club that takes place after school.	Homework – EEF –Teaching & Learning Tool Kit.	1, 2, 3, 5, 6
Contribution towards the role of the Librarian in work across the school linked to literacy and reading strategies / developing a love of reading with students & tutor group reading.	Reading Comprehensions Strategies EEF –Teaching & Learning Toolkit. Closing the Vocabulary Gap – Alex Quigley, David Fulton Books April 2018 Bridging the word Gap at Transition. The Oxford Language Report 2020.	1,2,3,4,5,6
Strategic mentoring support for under-attaining PP pupils to identify barriers to learning to focus on study skills, motivation, organisation and revision.	EEF – Mentoring.	1, 3, 4, 5, 6

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

Budgeted cost: £96,688.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy implementation - continue to identify students early	DFE - Absence and Attainment.	3, 2,1, 4, 6, 5,

and intervene to remove potential barriers to attendance. Working with families and other agencies to develop early engagement using the support first approach.	DfE - Working Together to Improve School Attendance. EEF - Working with Parents to support Children's Learning.	
<p>To identify school challenges early and actively work with families / pupils to put in place pastoral support plans and behaviour support plans for our most disadvantaged pupils who are beginning to show challenging and complex behaviours. This will include additional focus at transition points.</p> <p>Release time for AHTs /SENCO to complete PD and / or to lead whole school training on behaviour, including identifying SEND / disadvantaged / other key students in need of additional support.</p> <p>Whole School PD on Norfolk STEP's and trauma informed practices including the importance of the role of the tutor to foster a sense of belonging and develop positive relationships.</p>	<p>EEF Guide to Pupil Premium Autumn 2023.</p> <p>EEF - Social Emotional Learning.</p> <p>Improving Behaviour in Schools EEF- June 2019.</p> <p>Parental Engagement EEF – August 2021.</p>	1, 2,3,4 5,6
SEMH / wellbeing - we will continue to invest in our school guidance team. Continue to establish the importance of the role of the tutor in order to support our disadvantaged students and families. This will be supplemented with our SEMH support, school counsellor, SMHT and through work with other agencies.	<p>EEF - Social Emotional Learning.</p> <p>Parental Engagement EEF - August 2021.</p> <p>EEF - Working with Parents to Support Children's Learning.</p>	1, 3, 4, 5, 6
Additional support for PP students to access careers / post 16 application guidance and support, including work experience opportunities. This will include access to careers information advice and guidance (CIAG) opportunities at Key stage 3 & 4 as they are developed across the school.	EEF - Aspiration Intervention.	1, 4, 3 ,5, 6
<p>Financial support to help engagement in extra-curricular, enrichment or educational activities that increase cultural capital.</p> <p>An audit will continue to be completed to identify need, including</p>	<p>An Updated Guide to the Pupil Premium (Marc Rowland).</p> <p>Improving Behaviour in Schools EEF June 2019.</p>	1,2, 3, 4, 5 6

use of student voice to capture gaps in provision / barriers to participation.	EEF Tool Kit - Arts Participation. EEF Toolkit - Extending School Time & Sports Participation.	
Continued access to curriculum resources and meal provision for the most disadvantaged as needed.	Food Poverty EEF Breakfast Club programme.	1, 2, 3, 4 , 5 , 6

Total budgeted cost: £228,163.91

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of our disadvantaged students in Year 11 GCSE results 2024-2025 are as follows:

For disadvantaged students, progress 8 in 2024 was 0.07 (national average for non-disadvantaged 0.16).

- In **2025**, attainment 8 for the disadvantaged cohort was 35.6 compared to a national average of 50.3. The small cohort size for this group (25) is important context. The removal of five students with attendance at circa 50% or lower changes the A8 figure to 40.1.
- In **2025**, the FFT20 attainment 8 estimate per pupil for the PP cohort was 4.1. with actual attainment at 3.6. For the non-disadvantaged cohort, the FFT20 estimate for attainment 8 per pupil was 4.7 and the actual attainment was 4.9.
- There were individual success stories for the Pupil Premium cohort.

Attendance Measures 2024-2025

The 2024-2025 Cumulative data for Pupil Premium and Disadvantaged

- **Disadvantaged students:** 86.18% (*Compared to non-disadvantaged students: 91.43%*)
- **PP students:** 86.04% (*Compared to non-PP students: 91.23%*)

Attendance and Student Support

Until February 2025, the school operated without an attendance officer due to challenges in recruitment. A replacement was eventually recruited internally, and incentives were introduced to promote improved attendance, including attendance awards for improvement / 100% attendance (overall and set periods). While attendance for disadvantaged students remained below that of their non-disadvantaged peers last academic year, the guidance team and new attendance officer have worked closely with students and their families to implement clear, individualised plans to remove barriers and improve attendance.

The **Support First Approach** to attendance has been introduced, comprising a structured process of three meetings with families, signposting to early-help agencies such as *Just One Norfolk* and the *Help Hub*, and developing tailored support packages to improve attendance. This approach has also fostered new partnerships with local businesses and the community to fund additional rewards for good or improved attendance. Several disadvantaged students have achieved notable individual successes under this initiative.

Assessment and Progress Monitoring

Early and accurate identification of students' starting points has been a priority. Baseline assessments are conducted on entry to year 7 and again at the start of years 8 and 9 using NGRT reading age screening, and Language Link assessments. KS2 SATs data is also used. Observations further inform the identification of gaps in foundational skills and appropriate SEND referrals.

Ongoing diagnostic testing for targeted groups - including EAL, SEND, and disadvantaged students - ensures progress monitoring and identification of needs such as dyslexia or

dyscalculia. Systematic reading interventions, including Language Link and Lexia, support students with identified needs. Impact assessments track progress, and catch-up support is prioritised to ensure all students make appropriate gains.

Key Intervention Outcomes

- **Lexia (Nov 2024–June 2025):** Whole cohort average change in standardised score: +1.55. Average progress: +8.7 months.
- **Lexia (Nov 2024–Sept 2025):** Whole cohort score: +8.25. Progress: +24.45 months.
- **Language Link (Nov 2024–June 2025):** Whole cohort average standardised score improvement: +11.7; for students attending >50% of sessions: +12.1.
- **Language Link (Nov 2024–Sept 2025, Year 7–8, 24 students):** Average improvement: +15.3.

These results demonstrate clear positive progress, which is amplified by regular attendance. Staff training has improved understanding of data, allowing more accurate progress measurement and informed differentiation of classroom resources.

Curriculum and Reading Initiatives

Embedding reading, writing, and oracy strategies continues to be a key focus of whole-school PD. Reading activities during tutor time are implemented in Years 7–9 to cultivate a culture of reading for pleasure. Initiatives such as *Book Buzz*, explore book boxes, and magazine subscriptions support engagement with reading. Student voice feedback will shape the 2025–2026 tutor time programme.

Leadership and Intervention Strategy

Heads of Department (HODs), as part of the Raising Achievement Group (RAG), monitor student progress in their subjects and implement interventions for Pupil Premium students. Dedicated RAG time allows for strategic planning, intervention selections / signposting, home contact and monitoring of outcomes through line management processes.

Whole-school after-school and holiday intervention programmes target PP students with identified learning gaps. Year 11 mentoring supports study skills, revision techniques, organisation, and subject engagement. In the future, mentoring will be extended to younger cohorts as part of Pupil Premium strategy planning.

The *Passport to Prom* initiative incentivised Year 11 students through points earned for intervention attendance, academic engagement, and wider school participation.

SEMH and Pastoral Support

Enhanced SEMH support (two days per week) complimented the work of the school counsellor and Mental Health Team. While the local offer has seen reduced access to these services, discussions with the Trust are underway to explore capacity expansion.

All Year 11 Pupil Premium students met multiple times with the careers guidance adviser to ensure clear post-16 pathways, action plans, and applications. Year 10 students were supported to secure work experience placements or alternative in-school opportunities when external placements were unavailable. Additional CIAG opportunities were provided through in-school visits and sessions.

Professional Development and Teaching Quality

The Walkthrus professional development (PD) platform enabled HODs to create targeted PD

clusters, addressing specific 'learning problems' and improving teaching quality. The Pupil Premium budget funded eight visualisers to enhance classroom instruction. Assistant Head Teachers, trained in trauma-informed practice, now lead whole-school PD sessions.

Mentoring and support continued for five Early Career Teachers (ECTs). and three staff were completing National Professional Qualifications. Whole-school PD focused on behaviour management, restorative approaches, de-escalation strategies, anti-bullying, and reinforcing behaviour policy expectations. Positive framing and rewards remain central to supporting student engagement.

Internal behaviour data shows that some PP students continue to face challenges, receiving a higher proportion of sanctions. Addressing this remains a priority within the current strategy.

Enrichment and Engagement

The summer 2025 enrichment week featured strong participation among disadvantaged students. Additional funded opportunities during other parts of the year included Duke of Edinburgh, international trips (Iceland (geography) and Belgium (history)), and enhanced lunchtime activities (table tennis, pool, football to name three examples).

Pupil Premium students continue to be supported with uniform, GCSE revision materials, meals, and equipment to ensure full curriculum access.

Externally provided programmes

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

Programme	Provider
NGRT Reading Screening	GL Assessments
Lexia	Hobart SEND
Access Maths Tests	Hobart Maths & SEND
Walkthru Training Platform	Teaching Walkthrus
Language Link	Hobart SEND