

Pupil Premium Strategy Statement Histon & Impington Brook Primary School

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	409
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2025/26
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Richard Bakker (Headteacher)
Pupil premium lead	Shona Inman (Assistant Head)
Governor / Trustee lead	Ben Perks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,800
Recovery premium funding allocation this academic year.	£0
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>	£63,800

Part A: Pupil premium strategy plan

Statement of intent

At Histon and Impington Brook Primary School (HIBPS) our intention is to ensure that we have high aspirations for all children so that they make at least good progress across all subject areas. We consider the challenges that many of our vulnerable/disadvantaged children experience and ensure high quality teaching is central to our approach to enable our staff to understand how to best support every individual.

Our objectives for disadvantaged children:

- For our children to be confident, articulate and self-motivated learners, engaging positively in all aspects of learning and wider school life.
- For our children to be physically and mentally healthy and to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.
- To achieve well across the curriculum, particularly in phonics (Reception), reading, writing and maths and to meet at least national standards
- To meet at least national standards in Phonics, Reading, Writing and Maths and achieving well across the whole curriculum.
- To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS2 across reading, writing, maths.
- To work towards that the attendance of pupils in receipt of PPG is above 96%.

To ensure our approach is effective and our pupil premium strategy plan works we:

- Invest in training for staff.
- Use evidence informed practice, rooted in robust diagnostic assessment.
- Ensure all disadvantaged children are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Ensure Pupil Premium leads/HTs/SENDCos work together across the Trust.
- Effectively utilise additional TA support.
- Plan personalised interventions.
- Provide counselling and other supportive offers in school where appropriate.
- Seek strong parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the previous 3 years indicates that attendance among disadvantaged children is below non-disadvantaged children, resulting in missed learning time. Our year-to-date attendance for PP is 90% and for Non-PP is 96%.</p>
2	<p>Social Emotional issues</p> <p>Our assessments, (well-being survey) observations and discussions with children and families indicate that often due to fewer economic resources home environments may be less enriching and stimulating. 43% of our safeguarding concerns are children in receipt of PP and 34% of children currently have or have had access to school counselling and therapeutic support services.</p>
3	<p>Impact from School Closures</p> <p>Assessments and observations, which in turn are supported by national studies, indicate that children from disadvantaged families were negatively impacted during periods of school closure and lockdown.</p>
4	<p>Language</p> <p>Assessments, observations and discussions with children indicate exposure to language and vocabulary gaps are more limited among disadvantaged children than their peers.</p>
5	<p>Writing</p> <p>Writing data shows disadvantaged children are performing below non-disadvantaged children. We have identified that due to school closures that writing needs greater focus.</p>
6	<p>SEND</p> <p>40% of children in receipt of Pupil Premium funding are also on the SEND register. This has a significant impact on the attainment data.</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
Improved attendance	<ul style="list-style-type: none"> Sustained high attendance for all children Reduced attendance gap between disadvantaged and non-disadvantaged children
Improved oracy and language skills	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language Engagement in lessons

	Ongoing formative assessment
Children to meet national standards in Phonics, Reading, Writing and Maths	<ul style="list-style-type: none"> Standardised assessments- outcomes demonstrate attainment. Phonics outcomes to be at least in line with national. End of KS2 outcomes to show that Disadvantaged pupils performance is above national average of other disadvantaged pupils in Reading by 5%, Maths by 7%. At greater depth Disadvantaged pupils is above NA by 5% in Maths. Other performance for Disadvantaged pupils is in line.
Improved health and well-being	<ul style="list-style-type: none"> Qualitative data from pupil voice, parent questionnaires and teacher observations. Increase in enrichment activities for disadvantaged children. <p>Positive outcomes from counselling and other offers shown through improved Strength Difficulties Questionnaire (SDQ) scores.</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: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed dialogic activities to support the development of oral language.</p> <p>Purchase resources and fund staff training time.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral Language Intervention EEF educationendowmentfoundation.org.uk</p>	3,4,5,6

<p>Ensure provision of high-quality feedback.</p> <p>Purchase of standardised diagnostic assessments.</p>	<p>High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Assessment and Feedback EEF educationendowmentfoundation.org.uk</p> <p>Formative assessment can improve children's learning. Formative Assessment EEF educationendowmentfoundation.org.uk</p>	2,3,4,5,6
<p>Purchase of DfE validated systematic Phonics programme Little Wandle Letters and Sounds Revised.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Phonics EEF educationendowmentfoundation.org.uk</p>	4,5,6,
<p>Improve the quality of social and emotional learning.</p>	<p>Childhood social and emotional skills link with improved outcomes at school and later life.</p>	1,2,6
<p>Social and emotional learning (SEL) approached to be embedded.</p>	<p>Social and Emotional Learning EEF educationendowmentfoundation.org.uk</p> <p>Transition support ensures children are well prepared for the next steps in their school life. School Transitions EEF educationendowmentfoundation.org.uk</p> <p>Trauma based training for all staff. Understanding a pupil's context will inform effective responses to misbehaviour</p> <p>Introduction to Adverse Childhood Experiences</p> <p>Early Trauma Online Learning</p> <p>Improving behaviour in schools EEF educationendowmentfoundation.org.uk</p>	1,2,3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training cost to implement (NELI - Nuffield Early Language Intervention) to improve language skills	Early oral language interventions can have a positive impact on children's language skills and have a positive impact on attainment. Collaborative learning approaches EEF educationendowmentfoundation.org.uk	4,5,6
<i>Tutoring</i>	One to one tuition is an effective strategy for providing targeted support for children that are identified as having low prior attainment or are struggling in particular areas. One-to-One Tuition EEF educationendowmentfoundation.org.uk Small group tuition is most likely to be effective if it is targeted at children's specific needs. Diagnostic assessment can be used to assess the best way to target support. Small Group Tuition EEF educationendowmentfoundation.org.uk	2,3,4,5,6

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

Budgeted cost: £ 25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical activity- sensory skills	Physical activity has important benefits in terms of health, wellbeing and physical development. The benefits of physical activity have a positive impact for core academic attainment particularly literacy and mathematics. Physical Activity EEF educationendowmentfoundation.org.uk	1,2,3,6
Senior Mental Health Lead	Mental Health lead training is part of our whole school approach to recognise the	2,3,6

Training	<p>importance of positive mental wellbeing for all.</p> <p>Learning outcomes for senior mental health leads in schools and colleges DfE</p> <p>Promoting children and young people's mental health and wellbeing Children and Young People's Mental Health Coalition</p>	
Blue smile- counselling provision for identified children	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment.</p> <p>Social and Emotional Learning EEF educationendowmentfoundation.org.uk</p>	2,3,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	<p>As stated above, our attendance data for children in receipt of PP is lower than non disadvantaged children</p> <p>DfE's Improving School Attendance Advice</p>	1,2,3,4,5,6

Total budgeted cost: £63,800 *sum of previous amounts*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National assessments for KS1 at the end of the academic year 2024/25 were as follows:

	Non Disadvantaged	Disadvantaged
Year 1 phonics	97%	60%
End of KS1 (RWM)	82%	62%

Year 6 SATs data

Subject	All children ARE or GD	Pupil premium ARE or GD
Reading	93%	100%
Writing	93%	83%
SPaG	100%	100%
Maths	97%	83%

Phonic interventions and catch-up programmes have had a positive impact. A number of pupils have had their emotional and social wellbeing supported very closely by the school. This included supporting them through our internal 'Hive' provision as well as Blue Smile support, play therapy and TLG (transforming lives for good). Significantly higher numbers of our PP and disadvantaged children were able to access support through these avenues. As a result of the support they have received, through these therapeutic approaches they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

Attendance-. The school attendance officer and where appropriate Family Support Worker have worked with a number of families to improve attendance where repeated absence is a concern.

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
Counselling/play therapy	Blue Smile
Times Table Rockstars	Maths Circle