



Strategy 2025-2028

Histon and Impington Park Primary School Pupil Premium Strategy Statement-
Last updated 22nd December 2025-numbers are correct as of that date but do not necessarily correlate with funding. 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Histon and Impington Park Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	57(13.7%) Dec 25 This was 23 as of January 2021 so number of pupils eligible has increased significantly since becoming an all through primary almost five years ago.
Academic years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	April and Dec 26 with ongoing reviews.
Statement authorised by	Jonathan Newman- Headteacher
Pupil premium leads	Jonathan Newman- HT Lisa Moule- AHT Lucy Brunning- PP lead
Governor / Trustee lead	Mrs Nell Bailey- Academy Council member for disadvantaged pupils

Funding overview



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Detail	Amount
Pupil premium funding allocation this academic year	£ 89,216
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,216 £89,000 earmarked N/A funds not pooled



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Part A: Pupil Premium Strategy Plan

Statement of intent

At Histon and Impington Park Primary School (HIPPS) we aim 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 and wider curricular opportunities which develop their physical, social and emotional well-being.
- To achieve strongly in all year groups with particular reference to core subjects and demonstrated through high performance at statutory data points such as phonics screening check in Year 1, MTC in Year 4, with our second cohort of children in Year 6 perform achieving strongly in KS2 SATs.
- To work towards the attendance of pupils in receipt of PPG being broadly in line with those children who are not in receipt of PPG.

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.
- To ensure the best possible start in reading for all our children including all our potentially disadvantaged children
- Ensure Pupil Premium leads/HTs/SENDCos work together across the Trust.
- Effectively utilise additional TA support.
- Plan personalised interventions.
- Provide play therapy and other supportive offers in school where appropriate.
- Seek strong parental engagement.



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Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data over the previous two academic year indicates that the overall attendance amongst disadvantaged children is below that of non-disadvantaged children.
2	Social Emotional issues Observations and discussions with children and families indicate that often due to fewer economic resources home environments may be less enriching and stimulating. A significant number of our safeguarding concerns are children in receipt of PP. A significant number of children who currently have, or have had, play therapy over the last 2 years have also been in receipt of PPG.
3	Language Assessments, observations and discussions with children indicate exposure to language and vocabulary gaps are more limited among disadvantaged children than their peers.
4	Writing Writing data shows that in some year groups disadvantaged children are performing below non disadvantaged children. We have identified that writing needs greater focus.
5	SEND As of December 2025 , 31% of children in receipt of Pupil Premium funding are also on the SEND register. 7% children in receipt of PPG also have an EHCP.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-26 to 2028-29)**, and how we will measure whether they have been achieved.



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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 for children in receipt of PPG to be at least in line with national averages. End of KS1 and KS2 outcomes to show that more disadvantaged children meet the expected standard in Reading, Writing and Maths. (Note that school had their first KS2 results in 2025 with cohort including disadvantaged and PP performing exceptionally well and well above overall national averages. An increase in the number of disadvantaged pupils who achieve greater depth in KS1 and KS2.
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. Positive outcomes from play therapy and other offers shown through improved Strength Difficulties Questionnaire (SDQ) scores.

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: Approx.: £34,000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
All ECTs accessing the ECF two year induction programme delivered by Teach First and Cambridgeshire & Peterborough Teaching School Hub. Other staff are encouraged to access NPQs and other training to improve pedagogy and practice	ECF Framework and guidance Early career framework reforms: overview DfE	1,2,3,4,5,6
Embed dialogic activities to support the development of oral language. Purchase resources and fund staff training time.	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. Whole Class NELI purchased to support language development in Reception Oral Language Intervention EEF educationendowmentfoundation.org.uk	3,4,5,6
Ensure provision of high-quality feedback. Purchase of standardised diagnostic assessments.	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 Formative assessment can improve children's learning. Formative Assessment EEF educationendowmentfoundation.org.uk <ul style="list-style-type: none"> Sandwell maths assessment identifies specific numeracy skills requiring targeted teaching Phonological Assessment battery (PhAB (samples different aspects of a child's phonological processing)) 	2,3,4,5,6



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	<ul style="list-style-type: none"> • FFT and YARC assessments 	
<p>Embedding of Phonics programme Little Wandle Letters and Sounds Revised and implementation in KS2 and use of keep up, rapid catch up and SEND programmes as appropriate.</p> <p>Significant additional training for all staff to ensure highest possible outcomes for all children, particularly disadvantaged, as this is a vital building block to all future learning.</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. These are then continued for children in KS2 as well as those children who join the school with phonics less embedded than they should be.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p>	4,5,6,
<p>Ongoing training for staff for Herts for Learning Reading Fluency Project and Faster Reading projects</p>	EEF	
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional learning (SEL) approached to be embedded.</p>	<p>Childhood social and emotional skills link with improved outcomes at school and later life.</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.</p> <p>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 Early Trauma Online Learning</p> <p>Improving behaviour in schools EEF</p>	1,2,6



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	educationendowmentfoundation.org.uk	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approx: £19,000

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
Little Wandle Keep up sessions and 1:1 sessions	EEF and other evidence bases showing the importance of development of early reading skills and a systematic synthetic phonic approach.	4,5,6
MTC support/lunch time clubs	Internal evidence shows clear accelerated progress for those children engaged in this. School pays for TTRS for home use	



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and Times Tables Rock stars	and supports PP children and families through additional lunchtime clubs and parent information sessions	
Reading fluency project- KS2	<p>HFL Educations Key Stage 2 Reading Fluency Project- sig progress for children involved in 2024/25</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial?utm_source=/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial&utm_medium=search&utm_campaign=site_search&search_term=reading%20fluency</p>	4.5.6
Tutoring	<p>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. This is done across the board for PP and disadvantaged children in all year groups including- Arithmetic/Reasoning specific interventions for maths in Y6, indiv reading and LW sessions from R-Y4, indiv H4L sessions as needed in upper KS2</p> <p>Small Group Tuition EEF educationendowmentfoundation.org.uk</p>	2,3,4,5,6

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

Budgeted cost: Approx.: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Physical activity- sensory circuits/ am club</p> <p>Well being time and groups using staff at</p>	<p>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.</p> <p>Physical Activity EEF</p>	1,2,3,6



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school including PE teachers to support individuals and groups of children	educationendowmentfoundation.org.uk	
School to contribute to the cost of a locality Family Support Worker	Feedback from parents/carers and staff. Evidence that parents/carers are supported in filling in forms to access external support. HT to have regular meetings with FSW,	2,3, 6
Senior Mental Health Lead Training Flourishing starts programme for children in Year 5 supported by HI friends and well being champion	Mental Health lead training is part of our whole school approach to recognise the importance of positive mental wellbeing for all. Learning outcomes for senior mental health leads in schools and colleges DfE Promoting children and young people's mental health and wellbeing Children and Young People's Mental Health Coalition	2,3,6
Play therapy provision for identified children	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 self-regulation, both of which may subsequently increase academic attainment. Artsclaping to support groups of children in both KS1 and KS2. Social and Emotional Learning EEF educationendowmentfoundation.org.uk	2,3,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	As stated above, our attendance data for children in receipt of PP is lower than non disadvantaged children DfE's Improving School Attendance Advice	1,2,3,4,5,6
Employment of locality Family Support Worker	To support all families, including those with disadvantages by providing 1:1 meetings, advice around parenting and signposting and accessing additional support.	1,2,6
Time out of class for PP lead	Monitor wider opportunities for disadvantaged and PP children. Opportunity to drop in with these children and parents where appropriate.	



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Total budgeted cost: £ £89,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

National assessments at the end of the academic year 2024-25 were as follows:

- **First cohort of Year 6 children to take SATs**
PP children Reading and Writing 75% of PP children achieved ARE with 25% achieving greater depth (these figures are both above overall national averages)
83.3% of children achieved ARE in maths with 17% achieving GD
- **MTC**
Within our cohort of 6 PP children the average score was 18.3 although there is significant additional need within this cohort. They all did well given their relative starting points.
- **Year 1 phonics**
 - 90% of disadvantaged children (9/10) passed the phonic screening check in 2025 (versus 95% of the whole cohort). Their average scores were in line with their peers and show accelerated progress from their starting points over the course of the year. All Year 1 children were positively impacted by phonics intervention making accelerated progress from their starting point.
- **Reception** – Although less of our disadvantaged children achieved GLD, 70% achieved expected level in Reading which we see as key to future progress. All those not achieving GLD are in 'keep up' groups for Little Wandle. Although only 2/9 achieved GLD, all are making good progress from starting points and 88% are targeted to pass phonic check at the end of year 1. Their outcomes can be explained but not without identifying individuals.
A number of pupils have had their emotional and social wellbeing supported very closely by interventions and wider team SEND team. As a result of the support they



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have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring	National Tutoring Programme
Power Maths	Power Maths
Counselling/play therapy	Private therapy+ local community supported initiatives
Times Table Rockstars	Maths Circle
Transforming Lives for Good	Transforming Lives for good charity
Little Wandle	Harper Collins
Nuffield Early Literacy Intervention	Nuffield Education
Reading Fluency Project	Herts For Learning
Faster Reader project	UKLA/NATE