



Strategy 2024-2027

## Histon and Impington Park Primary School Pupil Premium Strategy Statement-**last updated December 2024**

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	399
Proportion (%) of pupil premium eligible pupils	60(15%) <b>Dec 24</b> This was 23 as of January 2021 so number of pupils eligible has almost tripled over last four years.
Academic years that our current pupil premium strategy plan covers	<b>2023/2024 to 2026/2027</b>
Date this statement was published	December 2023 Reviewed April 2024 and Dec 24
Date on which it will be reviewed	<b>April 25 and Dec 25 with ongoing reviews throughout the year</b>
Statement authorised by	Jonathan Newman Headteacher
Pupil premium lead	Jonathan Newman- HT Lisa Moule- AHT Lucy Brunning- PP lead
Governor / Trustee lead	Mrs Nell Bailey- Academy Council member for disadvantaged pupils



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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78933
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£78,933</b> £76,000 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 first 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.
- 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	<b>Attendance</b> 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	<b>Social Emotional issues</b> 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 4 terms have also been in receipt of PPG.
3	<b>Language</b> Assessments, observations and discussions with children indicate exposure to language and vocabulary gaps are more limited among disadvantaged children than their peers.
4	<b>Writing</b> Writing data shows that in some year groups disadvantaged children are performing below non disadvantaged children. We have identified that due to school closures that writing needs greater focus.
5	<b>SEND</b> <b>As of December 2024</b> , 35% of children in receipt of Pupil Premium funding are also on the SEND register. 8% children in receipt of PPG have an EHCP.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023-24 to 2026-27)**, 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"> <li>Sustained high attendance for all children</li> <li>Reduced attendance gap between disadvantaged and non-disadvantaged children</li> </ul>
Improved oracy and language skills	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language</li> <li>Engagement in lessons</li> <li>Ongoing formative assessment</li> </ul>
Children to meet national standards in Phonics, Reading, Writing and Maths	<ul style="list-style-type: none"> <li>Standardised assessments- outcomes demonstrate attainment.</li> <li>Phonics outcomes for children in receipt of PPG to be <b>at least</b> in line with national averages.</li> <li>End of KS1 and KS2 outcomes to show that <b>more disadvantaged children meet the expected standard in Reading, Writing and Maths.</b> (Note that school will not have any KS2 results until 2024/25) and that this is broadly in line with national averages.</li> <li>An increase in the number of disadvantaged pupils who achieve greater depth in KS1 and KS2.</li> </ul>
Improved health and well-being	<ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent questionnaires and teacher observations.</li> <li>Increase in enrichment activities for disadvantaged children.</li> <li>Positive outcomes from play therapy and other offers shown through improved Strength Difficulties Questionnaire (SDQ) scores.</li> </ul>

## 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.: £32,000



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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	ECF Framework and guidance  <a href="#">Early career framework reforms: overview   DfE</a>	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.  <a href="#">Oral Language Intervention   EEF educationendowmentfoundation.org.uk</a>	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.  <a href="#">Assessment and Feedback   EEF educationendowmentfoundation.org.uk</a>  Formative assessment can improve children's learning.  <a href="#">Formative Assessment   EEF educationendowmentfoundation.org.uk</a>  <ul style="list-style-type: none"> <li>• Sandwell maths assessment identifies specific numeracy skills requiring targeted teaching</li> <li>• Phonological Assessment battery (PhAB (samples different aspects of a child's phonological processing)</li> </ul>	2,3,4,5,6
Embedding of Phonics programme Little	Phonics approaches have been consistently found to be effective in supporting younger pupils	



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<p>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>to master the basics of reading, with an average impact of an additional five months' progress.</p> <p><a href="#">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	4,5,6,
<p>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><a href="#">Social and Emotional Learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Transition support ensures children are well prepared for the next steps in their school life.</p> <p><a href="#">School Transitions   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Trauma based training for all staff. Understanding a pupil's context will inform effective responses to misbehaviour</p> <p><a href="#">Introduction to Adverse Childhood Experiences</a> <a href="#">Early Trauma Online Learning</a></p> <p><a href="#">Improving behaviour in schools   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2,6

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



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Budgeted cost: Approx.: £17,000

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. <a href="https://educationendowmentfoundation.org.uk/Collaborative-learning-approaches/">Collaborative learning approaches   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	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
Reading fluency project- KS2	<b>HFL Educations Key Stage 2 Reading Fluency Project- trial project</b> <a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20fluency">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20fluency</a>	4.5.6
Tutoring	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. <a href="https://educationendowmentfoundation.org.uk/Small-Group-Tuition/">Small Group Tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2,3,4,5,6





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

Budgeted cost: Approx.: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical activity-sensory circuits/ am club	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. <a href="#">Physical Activity   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,3,6
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.  <a href="#">Learning outcomes for senior mental health leads in schools and colleges   DfE</a>  <a href="#">Promoting children and young people's mental health and wellbeing   Children and Young People's Mental Health Coalition</a>	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.  Artsaping to support groups of children in both KS1 and KS2.	2,3,6



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	<a href="https://www.educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF educationendowmentfoundation.org.uk</a>	
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  <a href="#">DfE's Improving School Attendance Advice</a>	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

**Total budgeted cost: £ £76,000**



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## 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 2023-24 were as follows:

- Reception – 88% (8/9) of disadvantaged children achieved expected level in Reading which we see as key to future progress. 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.
- NELI had a positive impact on all the participants. For some of the children, their learning behaviours have increased hugely and NELI has lifted them in all areas. There are some real success stories from the group and the programme targets those most in need of help and gives them the language skills they need to improve their learning over time. Data is available for individual children.
- Year 1 – All disadvantaged children 5/5 passed the PSC, versus 98% 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. All children in Year 2 had either passed the screening in Year 1 or passed the retake in Year 2.
- Year 2 (Teacher Assessment informed by KS1 SATs):
- 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 have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.
- In our current Year 5 cohort (who will be our first group to take KS2 SATs) the 8 PP children who have been with us since KS1 all 8(100%) are all targeted to be ARE in reading and maths with 7/8(87.5%) are targeted to be at least ARE in writing. We are working hard to ensure that the 5 PP who have joined us since Year 3 continue to make accelerated progress.



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## 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