

Pupil premium strategy statement

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	Harlow Fields School & College
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	23% (41 pupils)
Academic year/years of our current pupil premium	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K. Faherty
Pupil premium lead	M.Sparks
Governors / Trustee lead	P.Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41 396
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41 396

Part A: Pupil premium strategy plan

Statement of intent

At Harlow Fields School & College we are committed to raising pupil achievement across the curriculum and supporting the wider developmental learning needs of our pupils. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most. This includes their engagement with all types of learning including the development of self-help skills, communication skills, social interactions and independence skills.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. We invest the pupil premium income received each year in providing additional support, staff training, therapeutic input and resources which enable school staff to better meet our pupils diverse learning and developmental needs. It is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experiences they require to be prepared for the next stage in their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Low entry levels and significant gaps in skills: Pupils have gaps in number, reading, writing, speaking, and listening skills.
2	Low social interaction and emotional resilience skills: Pupils have difficulty in social interactions and managing emotions.
3	Complex medical needs: Pupils with medical needs often face barriers to attendance and engagement in learning.
4	Limited access to enriching lifelong learning experiences: Many disadvantaged pupils do not have opportunities to engage in activities that enhance their learning.

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>Progress in Numeracy and Literacy: Disadvantaged pupils will make at least expected progress in reading, writing, and numeracy, as demonstrated through regular monitoring and assessments.</p>	<p>Regular monitoring of pupil progress Improved performance, as demonstrated by our assessment data Achievement of PLT termly outcomes Planned and targeted interventions based on current assessments Individual behaviour plans Engagement Model and Ipsative, focused assessments</p>
<p>Improved Social Interaction and Emotional Resilience: Through targeted support, pupils will improve self-help skills, social interaction, and emotional regulation.</p>	<p>Planned and targeted interventions based on current assessments and observations Individual and small group lessons to target specific difficulties NCS Life skills programme Improved self-awareness, self-esteem, conversational skills, and emotional regulation Visiting therapists and therapies supported by school staff Reduced stress levels and boosted mood Individual behaviour plans</p>
<p>Increased Engagement with Learning for Pupils with Medical Needs: Pupils will have tailored lessons and support that increase their engagement, even with complex medical needs.</p>	<p>Improved pupil engagement with the curriculum Personalised lesson plans for specific pupils Ability to access a broad and balanced curriculum</p>
<p>Enriched Curriculum Opportunities: Pupils will engage in arts-based activities, increasing communication and peer relationships.</p>	<p>Weekly programme with the Laughter Specialists Arts award and carousel curriculum Access to musical experiences and opportunities including Music Machine, Harlow Brass Band and Orchestra. Improved peer interactions, shared group experiences and a sense of belonging Supported social interactions and the encouraged development of peer relationships</p>
<p>Tutoring to Address Gaps: A targeted tutoring programme will focus on improving English and Mathematical skills.</p>	<p>Improved English/Mathematical skills Improved communication development Personalised lesson plans for specific pupils Regular monitoring of pupil progress</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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement Model and MAPP CPD Training: Personalized assessments to track individual progress in key areas like speaking and listening.</p>	<p>These assessment models enable schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.</p> <p>https://www.gov.uk/government/publications/the-engagement-model</p> <p>Assessment & Progression (MAPP) - The Dales School</p>	1, 3
<p>Ongoing CPD Training: Helps staff to effectively support pupils to access the curriculum and develop essential skills.</p>	<p>All staff have access to ongoing training in order to continually develop and improve upon skills.</p> <p>Events EQUALS</p>	1, 3
<p>Music Machine: Provides emotional and communication support, especially for non-verbal pupils.</p>	<p>Music is a powerful tool in supporting all pupils to develop emotional, social and communication skills.</p> <p>Home - Electric Umbrella</p> <p>Her Majesty's Chief Inspector, Amanda Spielman said: Music touches the heart of our humanity and its sense of wonder has influenced human societies throughout history. For many pupils, the music they love will be part of the narrative of their lives.</p> <p>https://www.gov.uk/government/news/simply-doing-music-is-not-enough</p>	1, 2, 3, 4

<p>Phonics Training: Twinkl membership – enables staff to keep up to date with knowledge and skills for effective phonics delivery.</p>	<p>Pupils are supported to access and make progress via the Twinkl Phonics Scheme where appropriate. This incorporates supporting pupils with pre-reading sound awareness, to early reading skills, to comprehension and functional reading skills for life.</p> <p>Twinkl Phonics - DfE Validated Scheme - Primary Resources</p>	<p>1, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring and Small Group Support: Tailored tutoring to address learning gaps in disadvantaged pupils.</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Daily Literacy and Communication Sessions: Focused interventions to improve reading and communication skills.</p>	<p>Pupils who find reading particularly difficult require careful instruction and intervention. Daily focused sessions promote progress and support skill development.</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	<p>1</p>
<p>Cultural Enrichment: Provides opportunities for pupils to experience arts and cultural activities, which can support learning and emotional development.</p>	<p>Arts participation may be delivered through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Evidence suggests a link between arts education and overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 4</p>

<p>Reading Interventions: Helps develop vocabulary and reading comprehension.</p>	<p>Oral language interventions which include targeted reading aloud and book discussion, explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction have a high impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 4</p>
<p>Arts participation curriculum: ensures that arts focus is at the heart of the curriculum</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 4</p>
<p>Maths Interventions: Supports pupils in improving numeracy and building mathematical understanding.</p>	<p>Factors that can cause low achievement in mathematics include anxiety, stress and low self-esteem Targeted interventions aim to boost these factors and improve pupils' mathematical conceptual understanding, basic number skills, grasp of mathematical facts and provide them with a bank of strategies to complete mathematical problems that they know when to best apply.</p> <p>https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/web-00553-05_UU_A4_Report_v7.pdf</p>	<p>1</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Laughter Specialists: Uses laughter to engage pupils, reduce anxiety, and improve motivation.</p>	<p>Laughter can be used to improve health and enhance teaching and learning. A shared 'laughter' experience encourages pupils to form relationships and strengthens human connections. Humour can improve pupil performance by attracting and sustaining attention, reducing anxiety, enhancing participation and increasing motivation. Pupils have also been visited at home during periods of ill-health and lock down.</p> <p>https://journals.physiology.org/doi/full/10.1152/advan.00030.2017</p>	<p>1, 2, 3, 4</p>

<p>Functional Reflexology: Helps reduce anxiety and improve pupil mood and focus through relaxation techniques.</p>	<p>Our reflexologist has trained staff to work with pupils to promote better health and wellbeing. Pupils can work on individual targets and independence skills. Sessions aim to help pupils prepare for ongoing activities, bring relaxation in the moment, reduce anxiety and improve pupil mood. Remote sessions have also been delivered to parents supporting pupils at home</p> <p>https://senmagazine.co.uk/content/activities/complementary-therapy/1904/a-touch-of-relaxation/</p>	<p>1, 2, 3, 4</p>
<p>NCS Life Skills Programme: Offers personal development lessons focused on resilience, employability, and other essential life skills.</p>	<p>NCS strive to ensure pupils are supported to be 'world-ready and work-ready,' aligning with the Government's focus on employability and the 'levelling-up' agenda. Lessons focus on personal development, volunteering, social action, self-belief, hope, gratitude, being connected, employability, ambition and aspiration. NCS have also devised personalised programmes to support pupils who have missed lessons during lock downs to catch up with missed ASDAN curriculum units.</p> <p>https://wearencs.com/skills-booster</p> <p>https://www.local.gov.uk/parliament/briefings-and-responses/levelling-agenda-house-commons-15-june-2021#skills-and-employment</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £41 396

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 2023 to 2024 academic year.

Impact

Pupil Premium Whole School Data

93% PP pupils made expected or above expected progress in reading and writing (target 95%)

87% PP pupils made expected or above expected progress in number (exceeding target of 85%)

Specific therapies and other intervention programmes have supported pupils for whom verbal communication can be difficult. Pupils have benefited from receiving additional emotional support and are beginning to understand and express more about their own thoughts and feelings. The programmes have improved pupils' physical, mental and emotional well-being. Pupils are better able to engage with the curriculum and interact more positively with their peers.

Analysis

We will continue to support and assess the progress of the most vulnerable pupils through high-quality teaching, targeted support, and wider community strategies. We can enhance the educational outcomes for all our pupils, ensuring they thrive in a supportive and inclusive environment.

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
NCS Life Skills Programme	NCS

