

Pupil premium strategy statement – Harlow Fields School and College (Special)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	22% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	April 26
Date on which it will be reviewed	December 2026
Statement authorised by	Kathleen Faherty
Pupil premium lead	Lorna Shemmings- AHT
Governor / Trustee lead	Simon Dewhurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£79,000

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent – Pupil Premium Strategy

Harlow Fields is a special school for pupils with severe and complex learning needs. All pupils have Education Health and care plans due to the complexity of their needs. Our aim is to ensure that pupil premium funding is used effectively to improve outcomes for pupils with severe and complex learning difficulties. The strategy is focused on removing barriers to learning and ensuring that disadvantaged pupils access the same high-quality provision as their peers.

Leaders have an accurate understanding of pupils' individual needs and the additional challenges they may face. Funding is used to provide a highly personalised curriculum, supported by appropriate staffing, specialist interventions and therapeutic approaches. This enables pupils to develop key skills in communication, independence and social interaction, which are essential for their future success.

Teaching is adapted effectively to meet pupils' needs. Staff use a range of evidence-informed strategies, supported by ongoing training and professional development. Additional support is targeted carefully to ensure that pupils make strong progress from their starting points.

Leaders prioritise pupils' attendance, engagement and emotional wellbeing. Systems are in place to support positive behaviour and readiness to learn. Strong partnerships with families and external professionals ensure a consistent and joined-up approach to meeting pupils' needs.

Leaders monitor the impact of pupil premium spending closely. They evaluate the effectiveness of provision and make timely adjustments to ensure that funding leads to measurable improvements in pupils' outcomes.

As a result, disadvantaged pupils are well supported to achieve their individual potential and are prepared for the next stage of their education and adult life.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment, observation and discussions with other professionals show that disadvantaged pupils are more likely to have difficulties with sensory dysregulation, anxiety and well being than other pupils.
2	Our assessments, observations and discussions with other professionals show that disadvantaged pupils are more likely to have difficulties with engagement.
3	Our assessments observations and discussions with other professionals show that disadvantaged pupils are most likely to have difficulties with emotional regulation, emotional resilience and low social interaction.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs, including non-verbal, limited language, social interaction difficulties. Communication is key. Our pupils have severe difficulties with communication, especially with communicating their needs.
5	Parental engagement with disadvantaged pupils tend to be more challenging. We recognise the difficulties and struggles of our parents and the impact this has on home lives, social contact and finances.

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 social communication Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	All students have a functional communication system (e.g PECS, AAC, Makaton) that is used consistently across home and school. Through achievement of EHC plan termly outcomes.
Enhanced Emotional Regulation	Reduction in high- level behavioural incidents. Reduced incidences of emotional dysregulation and behaviour incidents at

Pupils develop improved emotional regulation skills, self help skills and emotional regulation	home and at school, monitored by staff and parent/carers, and through achievements of EHC targets during annual reviews
Increased Independence pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Increased independence and personal development Disadvantaged pupils feel better prepared for further education, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2027/28, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

Activity in this academic year

This 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: **£49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in Specialist Pedagogy (eg Attention autism, Makaton, Trauma informed practice, PRICE)	EEF guidance suggests that high-quality teaching is the most important lever for schools to improve outcomes for disadvantaged pupils.	1, 2, 3, 4,
Communication and interaction intervention	Functional communication is the foundation of all learning for students with SLD and PMLD	1, 2, 3, 4, 5

Refinement of curriculum sensory/ semi formal and formal	EEF highlights the importance A tiered curriculum enables leaders to ensure appropriate challenge, progression and access for pupils working at different developmental stages.	1, 2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Hydrotherapy offer Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,2,3,4

<p>Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.</p>	<p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>1,2, 3,4,</p>
<p>Community Inclusion and LotC: Subsidising the cost of transport and entrance fees for community fees for community based learning and vocational visits.</p>	<p>Specialist learners need real world generalisation of skills. Cultural capital is build through direct experience.</p> <p>Higher staffing ratios needed to ensure safety and accessibility for all.</p>	<p>1,2,</p>
<p>Public transport training for Year 9-11 pupils. Involves CPD and release time for staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Travel to school for children of compulsory age - Department for Education</p>	<p>1,2,3,4,5</p>
<p>Develop Parental engagement through regular and welcoming contact</p>	<p>Staff to communicate daily with parents-through, Earwig, Arbor, phone call homes, monitoring charts</p> <p>SLT to support families of disadvantaged pupils, supporting the emotional needs of pupils and families .</p> <p>Accessing further support in the community.</p> <p>SEND code of practise identifies parents as key partners</p> <p>SEND code of practice: 0 to 25 years - GOV.UK</p>	<p>1,3,5</p>

Total budgeted cost: £79,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

Internal data – Earwig shows that PPG students achieve their primary communication targets in line with non PPG students

Analysis of PLT areas shows:

- Communication and Interaction – 84.9% expected progress
- Cognition and Learning – 80.9% expected progress
- Personal, Social and Emotional – 77.8% expected progress
- Physical and Sensory – 88.7% expected progress
- Dream / Preparing for Adulthood – 82.8% expected progress

TPP- Training for all staff, reduction of incidents of dysregulation, improved attendance and engagement and progress in social, emotional and behavioural targets.

Enhanced curriculum opportunities introduction of sensory, semi formal and formal curriculum- highly tailored teaching approaches and structured interventions to meet the diverse needs of pupils, particularly those with additional barriers to learning, pupils with complex need, personalised curricula and targeted support are associated with improved engagement and progress.

Specific therapies and other intervention programmes have support pupils for whom verbal communication can be difficult. Pupils have benefitted from receiving additional emotional support and are beginning to understand and express more about their own thoughts and feelings.

Externally provided programmes

Programme	Provider