

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	158
Proportion (%) of pupil premium eligible pupils	26% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	01.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	K.Wall
Pupil premium lead	T.Kiddell
Governors / Trustee lead	P.Sutton, K.Lanlehin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,050
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,940

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 focussed 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 number, reading, writing, speaking and listening skills
2	Low entry levels of social interaction skills and emotional resilience development
3	Complex medical needs which effect school attendance and engagement with learning opportunities
4	Access to enriching lifelong learning experiences
5	Covid-19 and emergency measures implemented by the government has resulted in some pupils being educated from home for periods of time and experiencing a reduced timetable

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
To ensure that disadvantaged pupils make at least expected progress in number, reading and writing	Regular monitoring of pupil progress Improved performance, as demonstrated by our end of year assessment data Achievement of PLT termly outcomes Planned and targeted interventions based on current assessments Individual behaviour plans Engagement Model – focussed assessment
To develop pupils' own self-help resilience strategies and improved social interaction skills	Planned and targeted interventions based on current assessments and observations Individual and small group lessons to target specific difficulties Forest School/NCS Life skills programme Improved self-awareness, self-esteem, conversational skills, body language and assertiveness Visiting therapists: Youth Counselling, Music Therapy, Reflexology Reduced stress levels and boosted mood Individual behaviour plans
To improve remote learning opportunities for pupils with complex medical needs	Improved pupil engagement with the curriculum Personalised lesson plans for specific pupils Ability to access a wider range of activities
To deliver an enriched curriculum which promotes the arts as a medium for improved communication and pupil engagement	Weekly programme with the Laughter Specialists Arts award and carousel curriculum Eased tension and a greater ability to concentrate and engage with the curriculum Improved peer interactions, shared group experiences and a sense of belonging Supported social interactions and the encouraged development of peer relationships
To implement a tutoring programme which targets the 'gaps in learning' of disadvantaged pupils	Improved English/Mathematical skills Improved communication development Personalised lesson plans for specific pupils Regular monitoring of pupil progress

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: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement Model CPD Training (assessment focus)	The model encourages 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. https://www.gov.uk/government/publications/the-engagement-model	1, 3
Computing/ ICT Teacher Training	Computing education is relevant and meaningful for pupils with SEN and disabilities to help them communicate more effectively, access the wider curriculum, and to teach digital skills that are essential for their future lives, whether in the workplace or at home. http://sheffieldclc.net/wp-content/uploads/2018/09/Computing-in-Special-Educational-Needs-Settings-CElliott-2.pdf	1, 3, 5
Music Therapy	Music therapy is an established psychological clinical intervention which does not depend on the ability to speak and is a particularly effective for pupils who have difficulty communicating verbally. Children with autism can develop emotional, social and communication skills. file:///N:/What%20is%20Music%20Therapy%20leaflet.pdf https://www.bamt.org/resources/bamt-information-leaflets 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. https://www.gov.uk/government/news/simply-doing-music-is-not-enough	1, 2, 3, 4, 5
Phonics Training	Research suggests phonics instruction is crucial as most learners are unsuccessful in discovering regular patterns in written language, this is particularly important for learners with SEN. https://senmagazine.co.uk/content/specific-needs/literacy/2179/in-support-of-phonics/	1, 3
NQT/ECT/PGCE Student Mentoring	Mentoring student teachers increases teacher retention and improves pupil achievement. Teachers supported early in their careers have increased effectiveness in their classrooms and higher job satisfaction.	1, 5

	https://files.eric.ed.gov/fulltext/EJ1287181.pdf	
Maths subject leadership group supporting Maths teaching across the school	DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes	1, 3, 5
Forest School Instructor	Research suggests Forest Schools make a difference in the following ways: Confidence-pupils have the freedom, time and space to learn and demonstrate independence. Social skills-pupils gain increased awareness of the consequences of their actions on peers through team activities. Communication-language development is prompted by sensory experiences. Motivation-woodland tends to fascinate pupils and they develop a keenness to participate and the ability to concentrate over longer periods of time. Physical skills-improvements are characterised by the development of physical stamina and gross and fine motor skills. Knowledge and understanding-pupils develop an interest in the natural surroundings and respect for the environment. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 2, 3, 4, 5

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

Budgeted cost: £13,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring and small group targeted support	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5
Daily 30-minute literacy and communication sessions	Pupils who find reading particularly difficult require careful instruction and intervention. Daily focused sessions promote progress and support skill development. Learning to Read: "The Simple View of Reading" National Center on Improving Literacy	1, 5

Free cultural trips for curriculum enrichment	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4, 5
Reading interventions	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4, 5
Arts Award curriculum	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4, 5
Maths interventions	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. https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/web-00553-05_UU_A4_Report_v7.pdf	1, 5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laughter Specialists	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. https://journals.physiology.org/doi/full/10.1152/advan.00030.2017	1, 2, 3, 4, 5

YCT Counselling	Counsellors work closely with pupils, families and staff to improve emotional wellbeing and provide mental health support for the whole school. https://www.place2be.org.uk/our-services/services-for-schools/mental-health-support-in-schools/	1, 2, 5
Functional Reflexology	Our reflexologist works 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 https://senmagazine.co.uk/content/activities/complementary-therapy/1904/a-touch-of-relaxation/	1, 2, 3, 4, 5
NCS Life Skills Programme	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. https://wearencs.com/skills-booster https://www.local.gov.uk/parliament/briefings-and-responses/levelling-agenda-house-commons-15-june-2021#skills-and-employment	1, 2, 3, 4, 5

Total budgeted cost: £56,940

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 2020 to 2021 academic year.

Academic Achievement Aims

To deliver number and literacy interventions

To create steps to success communication targets for KS1/2 PP pupils

To develop a home/school skills programme which supports pupils with complex medical needs

Impact

Pupil Premium Whole School Data

83% PP pupils made expected progress in reading and writing (target 95%)

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

57% (4 out of 7) KS1/2 PP pupils made expected progress in communication skills (target 90%)

A pupil with complex medical needs is now being supported at home with on-line lessons and a bespoke individualised learning programme with visiting professionals.

Wider Strategies

Young Concern Trust (YCT) confidential counselling sessions to support emotional development.

Functional Reflexology interventions to support relaxation techniques, reduce pupil anxiety, improve mood, concentration and encourage social interactions.

Music therapy to support pupils psychological, emotional, cognitive, physical, communication skills.

Laughter Specialists- shared 'laughter' experiences which improve pupil performance by attracting and sustaining attention, reducing anxiety, enhancing participation and increasing motivation.

Impact

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 pupil's physical, mental and emotional well-being. Pupils are more ready to engage with the curriculum and are interacting more positively with their peers.

Analysis

Our internal assessments during 2020/21 indicated that the academic outcomes of our disadvantaged pupils were in general below what was anticipated. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via online and remote learning. However, it was challenging to provide differentiated support to our pupils online. Our assessments and observations suggested that for many pupils, being out of school, uncertainty

and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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