

Pupil premium strategy statement – Harlands Educational Trust

This statement details our school's use of pupil premium (and recovery 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	454
Proportion (%) of pupil premium eligible pupils	3.3% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David McKeown-Webster
Pupil premium lead	David McKeown-Webster
Trustee lead	Michael Swiggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,955
Recovery premium funding allocation this academic year	£nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,955 N/A - Standalone Academy Trust

Part A: Pupil premium strategy plan

Statement of intent

“Striving for excellence valuing everyone and our world”

Our ultimate objectives for our disadvantaged pupils are for them to:

- *feel safe and secure at school with a positive attitude to their learning; be equipped for school physically and emotionally; and have a growth mind-set and characteristics of a resilient learner;*
- *be supported in their mental health and wellbeing to enable them to access learning at an appropriate level so they are confident in who they are, have a positive self-image and are engaged in school life;*
- *be secure in their phonics so their knowledge and understanding can be accurately applied to their reading and writing to ensure that they can decode confidently and read with meaning;*
- *have a secure understanding of key mathematical knowledge and threshold concepts to become ‘fluent’ and be confident; to be pro-active in problem solving and applying relevant learning.*

Our current pupil premium strategy plan works towards achieving these objectives by:

- *providing teaching and learning opportunities meet the needs of all the pupils;*
- *ensuring disadvantaged children have access to additional social and emotional support as needed;*
- *providing phonics provision through either whole class, small groups, 1:1 and targeted intervention sessions;*
- *providing access to individual and small group academic support.*

The key principles of our strategy plan are:

- *ensuring teaching and learning is high quality;*
- *accelerating the progress of disadvantaged pupils;*
- *providing additional learning support in class or through targeted intervention groups sessions;*
- *providing positive educational and cultural capital experiences;*
- *accessing support for obtaining uniforms and payment for activities, educational visits and residential;*
- *providing additional behaviour and/or pastoral support where appropriate;*
- *using ‘Zones of Regulation’ and ‘Learning Pit’ approaches so the children feel secure in their ability to problem solve, learn from mistakes and self-regulate;*
- *providing opportunities to review learning and skills, including planning work to help children become fluent in new skills / concepts and then have the skills set and confidence to apply it;*
- *intervention groups will consolidate what is being taught in class, together with a*

- *working memory focus both in class and interventions to support this.*

School leadership and Trustees will especially focus on the *practical implementation and review of evidence* of both teaching and learning strategies, and wider holistic support for Pupil Premium pupils - in the context of challenging school budgets [EEF Pupil Premium Guide recommended focus].

Pupil Premium pupils at Harlands be prioritised access and benefit from the new whole-school vision plan for 24-27, which covers:

Everyone Achieves - *growing as a learner by embracing new challenges*

- Quality First Teaching
 - *Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills;*
 - *Providing pupils with the chance to talk both individually and in groups;*
 - *Regularly using encouragement and (authentic) praise to engage and motivate pupils;*
 - *Adaptation - Providing opportunities for all of our learners to feel supported and challenged.*

The Whole Child - *physical, social, emotional and cognitive development*

- Mental Health and Wellbeing:
 - *To create a school culture of wellbeing for all;*
 - *Identify and support dysregulated behaviour with empathy and confidence;*
 - *To embed the school values;*
 - *To have consistently high expectations of 'The Harlands Way,' Ready, Respectful, Safe;*
 - *Accountability for choices and consequences.*
- Ambition and Resilience:
 - *Use the Harlands aspirations to set high expectations for all;*
 - *To ensure all learners are challenged.*

Building Curiosity - *nurturing curiosity and the instinct to seek solutions*

- Enhancing learning:
 - *To continue to develop our curriculum ensuring there is clear progression of key knowledge and skills;*
 - *To ensure there are opportunities for pupils to apply their learning.*
- Autonomy and accountability:
 - *Build coaching into action research and performance management;*
 - *Use purposeful tracking and assessment across the school and curriculum;*
 - *Use staff interests /coaching to drive CPD in staff meetings.*

School leaders and Trustees will collate and review more detailed case studies of Pupil Premium pupils to more systematically review the experience, progress and outcomes for these pupils.

Challenges

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

Challenge number	Detail of challenge
1	Identifying children in EYFS, Year 1 and Year 2 for intensive interventions
2	Falling behind academically in reading, writing and maths (exacerbated by Covid-19 disruption and its legacy impact)
3	Developing pupil confidence in learning opportunities (knowledge of our PP children & their families)
4	Limited cultural and enrichment experiences (knowledge of our PP families)
5	Pupils requiring additional support to ensure that they are ready for their transition to Secondary school

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
Attendance of PP pupils to be no lower than attendance for non-PP pupils	- Prompt calls from Office team for pupils who are absent without a reason - Poor attendance challenged by Leadership team
PP pupils will feel happy and safe at school and engage in their learning	- PP voice with teachers and school leadership team - Pupil voice will show that PP pupils are engaged and happy at school - Priority access to holistic wellbeing sessions – including forest school / outdoor learning / nurture groups - Priority for accessing working memory and various ‘Raise’ group interventions
PP pupils to make at least the same (if not more) level of progress in reading, writing and maths as non-PP pupils	- Review of learning needs and knowledge gaps - Pupil Progress meetings - Outcomes of intervention group sessions
PP pupils will enjoy a wide range of enrichment opportunities	PP children will be offered and supported in extra-curricular opportunities to tap into their passions and interests
PP pupils are challenged to develop their skills and confidence	PP children encouraged to participate in activities that develop their confidence to share their ideas and skills with others – inc. speaking and performing in front of others

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: **£3,244**

(N.b. Due to the limited Pupil Premium funding available, various initiatives funded by General Annual Grant when costs are in excess of Pupil Premium funding received)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional planning time for teachers and staff to meet to plan learning and interventions	Education Endowment Foundation's (EEF) research shows the benefits of critical reflection time and collaborative practice.	1, 2, 4
Embed the use of Rosenshine's Principles across the school; develop our school's 'Theories of Action' to impact teaching; support staff to deliver Quality First Teaching provision	EEF evidence shows the benefits of using approaches that effectively build teaching techniques.	2
National College CPD (online webinars / videos)	EEF research states that on-going personal and professional learning allows for critical reflection and development of teaching expertise.	1, 2
Developing and evolving teaching approaches that enable increased pupil engagement, independent learning, meaningful curriculum links and opportunities for purposeful adult feedback and coaching Focused staff training utilising outside agencies (e.g. West Sussex County Council's ASCT and LBAT teams)	EEF research shows professional development programmes that take into account context and needs of the school and children. Prioritisation by leadership team to enable successful implementation and fit into school routines. Also, build leadership capacity through implementation teams.	3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme (Bug Club) to secure stronger phonics teaching for all pupils (and additional resources)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Resources support teacher planning and expertise	1

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

Budgeted cost: **£14,723**

(N.b. Due to the limited Pupil Premium funding available, various initiatives funded by General Annual Grant when costs are in excess of Pupil Premium funding received)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Dyslexia</u> related resources and intervention sessions (also supporting phonics knowledge)	EEF evidence shows the benefits of using highly trained coaches and ongoing training / coaching in school.	1, 2
Embed the use of <u>working memory</u> interventions and resources Targeted interventions for Speech & Language development	Independent evaluation of the EEF Working Memory project showed positive outcomes on children involved. Evidence shows that targeted interventions that support pupils with their cognitive load processing to enable them to access learning. Ofsted research on cognitive load theory: <i>Ofsted inspection framework: Overview of research (January 2021)</i>	2, 3
Establish small target groups (Initial assessments to identify gaps, prioritise support)	EEF research states that small group tuition is effective in accelerating progress.	1, 2
Adults working with children in <u>phonics across Key Stage 1</u>	EEF research states that small group or 1-to-1 tuition is effective in accelerating progress. Department for Education publication (July 2021): <i>The reading framework – Teaching the foundations of literacy</i>	1

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

Budgeted cost: **£6,988**

(N.b. Due to the limited Pupil Premium funding available, various initiatives funded by General Annual Grant when costs are in excess of Pupil Premium funding received)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school / outdoor learning intervention sessions Experienced class teacher identified for out-of-class interventions and nurture group (wellbeing) sessions	EEF research states that when social and emotional learning is addressed and a child feels more settled and secure then academic learning improves. Forest Research (2021): <i>Forest schools impact on young children in England and Wales</i>	1, 3, 4
<u>Oracy / debating clubs</u> initiatives Encouragement to take roles in drama productions Encouragement to share ideas and interests in class	There is strong EEF evidence base that suggests oral language interventions have positive outcome. <i>The state of speaking in our schools (Voice 21, 2016)</i> <i>Speak for change: Oracy All-Party Parliamentary Group Inquiry (2021)</i>	3, 4, 5
<u>Counselling therapy</u> sessions (via Your Space therapies)	Evidence of success with other pupils who have required support for social and emotional wellbeing	1, 3
<u>'Raise' groups interventions</u> – targeted support for SEMH (Social, Emotional and Mental Health) needs including: pastoral support, therapy dog, reading dog, Lego therapy, SEMH interventions	Experience of providing support for the 'whole child' – experience pupil wellbeing, attendance and engagement.	1, 2, 3, 5
<u>Support for wrap-around childcare</u>	Supporting pupils where family circumstances would result in reduced attendance	2

Total budgeted cost: £24,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Harlands has a very small number of pupils eligible for pupil premium.

INTENDED OUTCOME	OUTCOME	FOCUS FOR 24-25
Attendance of PP pupils to be no lower than attendance for non-PP pupils	94.2% for Pupil Premium children vs 95.7% for all children (improvement of 92.5% for 23-24) Harlands PP children attendance was higher than all PP pupils using the same MIS Attendance system (Arbor) – which was approx. 92%) YTD attendance for PP children in Autumn 25 was 96.4% (just higher than attendance for all pupils of 96.3%)	For Pupil Premium children to have an average attendance above 'Non-PP children' in the school (to be achieved through regular review of attendance, follow-up with parents / carers as deemed necessary)
PP pupils will feel happy and safe at school and engage in their learning	✓ All pupils have been engaged in learning and responding well to support provided ✓ Pupils built good relationships with individual staff, who know them well and provide tailored support ✓ Pupils responded well to additional holistic wellbeing sessions / activities ✓ Positive parental and carer feedback on how their child had continued to develop ✓ Positive pupil voice including how much they have felt supported and feel ready for Secondary school	Continued pupil voice (inc. assessing new sessions / activities of interest) PP children to be given opportunities to lead new initiatives (e.g. developments with local nature park, leading public speaking events).
PP pupils to make same level of progress in reading, writing and maths as non-PP pupils	Tailored 1-to-1 support and precision teaching enabled adults to identify learning gaps successfully and reinforce / re-teach specific knowledge gaps and skills (inc. phonics sessions, regular reading, handwriting, sentence structures, pre-teaching / reinforcement of class learning)	Continued monitoring of 'small steps' achievements for any PP children who are working below expected standards (with termly reviews) and ongoing monitoring of impact of intervention sessions
PP pupils will enjoy a wide range of enrichment opportunities	✓ Pupils responded well to additional activities (inc. participation in additional clubs put on at school) ✓ Pupil voice continues to show how pupils appreciate additional roles and responsibilities given to them and were able to articulate how the school helps them to build their confidence – including presenting in Assemblies, participation in enrichment events (such as a Debating competition)	PP pupils to feel accomplishment in involvement in establishing new clubs / activities Explore enrichment & support opportunities for PP children in Y6 for when at Secondary school

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The National College (CPD, webinars)	The National Education Group
Global Ed Trust (school improvement advice and capacity building)	Unity Education Trust Sunderland University