

Pupil premium strategy statement –Harbour School Dorset 2025/26

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	143
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	18 .12.25
Date on which it will be reviewed	Nov 2026
Statement authorised by	Daniel Butt (Headteacher)
Pupil premium lead	Helen Bradley (Deputy Head)
Governor / Trustee lead	Keith Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£60935

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, closing attainment gaps and improving their life chances.

Harbour School Dorset (HSD) is a special school and has undergone a period of rapid growth since opening in September 2019. The school is now almost at capacity (150 students)

The purpose and ambition of the HSD curriculum is to make our learners lives better by giving them the skills, qualifications and confidence they need to be successful in their future education, employment or training.

The school and its curriculum are designed to serve children and young people who live with autism and trauma and whose emotional needs cannot be met in a mainstream setting. We prioritise our learners' personal development, effective communication and functional learning offer to address differences and gaps in their understanding, skills and knowledge.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for some disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Attendance and engagement
- Transition
- Emotional literacy
- Social communication
- Academic attainment to be ready for their next stage of education, employment or training
- Social opportunities

At the heart of our approach is

- high-quality teaching
- relational and trauma informed practice
- targeted support based on assessment of need
- helping pupils to access a broad and balanced curriculum

Some school development priorities for 2025/26 are:

- Curriculum development: - develop the Communications Curriculum and provide the right interventions, for the right children, at the right time – including interventions to improve attendance
- To develop communication practices – develop a consistent approach and agreed method of tracking pupils' progress and communicating successes to school stakeholders and the wider community
- Develop the Stepping Stones to Employment programme - engage students in meaningful work placements by securing high-quality employers
- Train and develop staff to use Elklan communication friendly techniques Therapeutic Thinking and relational practice to support and accurately assess students' personal development

- Develop a digital intelligence curriculum and provide appropriate hardware devices for students

These priorities will support Pupil Premium students by:

Ensuring accurate assessments to allow teachers to plug gaps in knowledge and understanding and help students to learn the basic skills to achieve in all areas of the curriculum.

Ensuring that parents and students understand the progress they are making and can celebrate successes - academic and personal.

Providing meaningful work experiences and placements to allow students to move from school

Supporting, tracking and assessing personal development as well as academic progress

Preparing students for the digital world and supporting progress with appropriate accessibility features

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 and therapeutic behavior management. 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.

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	Attendance Current data (on Arbor) shows that for academic Year 2024-2025 attendance for disadvantaged pupils (68%) was 8% lower than for non-disadvantaged pupils (76%).														
2	Current assessments (Arbor) show that disadvantaged pupils make less progress from their starting points: <table><tr><th>Subject</th><th>Non-Disadvantaged</th><th>Disadvantaged</th></tr><tr><td>English</td><td>94%</td><td>91.5</td></tr><tr><td>Maths</td><td>96%</td><td>92%</td></tr><tr><td>All subjects</td><td>93%</td><td>90%</td></tr></table>			Subject	Non-Disadvantaged	Disadvantaged	English	94%	91.5	Maths	96%	92%	All subjects	93%	90%
Subject	Non-Disadvantaged	Disadvantaged													
English	94%	91.5													
Maths	96%	92%													
All subjects	93%	90%													

	Disadvantaged students often come in with lower attainment than their peers. The types of barriers to learning and the difficulties disadvantaged pupils experience vary and they have spiky profiles in terms of attainment and engagement. Poor engagement is often related to school- based anxiety and emotional regulation difficulties.
3	Assessments (Arbor) observations and discussions show that the majority of students struggle with social communication which affects their ability to meet the criteria for speaking and listening assessments.
4	Behaviour tracking (on Arbor) shows that disadvantaged pupils account for a higher percentage of behaviour incidents (62%) compared to non-disadvantaged (57%). Although numbers are almost equal (59% and 60%) for more serious incidents and this is attributed to the school's investment in therapeutic strategies and relational interventions.
5	Assessments (Personal Development framework and Provision Map), observations and discussions with parents and pupils show that disadvantaged students often have specific challenges around school-based anxiety, emotional and sensory regulation, and social communication.

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 attendance for disadvantaged pupils	All students improve attendance from their starting point. School attendance moves towards the national average for comparative settings currently 85.9% Pupils with poor attendance show a substantial increase. Targeted support for persistent or severe absence shows improvements. Pupils joining the school transition from part time to full time within a half term All students Y5-Y9 access Adventure Learning throughout the year.
Attainment for disadvantaged pupils to be in line with their peers – in all subjects, but particularly maths and English	Progress 5 data to show that the majority of students leave HSD with appropriate qualifications in English, Maths and 3 other subjects (GCSE/Btec/Functional Skills/Vocational).

	Progress for disadvantaged students is in line with that for non-disadvantaged pupils. Academic Interventions target disadvantaged students to plug gaps in learning and their attainment improves.
Clear progress towards Oracy targets using the Oracy framework	All students make progress towards age-related expectations for Oracy (Speaking and Listening). A clear progression of Oracy skills is developed for staff and students to track progress.
Behaviour incidents for disadvantaged pupils to be in line with their peers	Behaviour tracking shows a reduction in incidents for all students and disadvantaged students are in line with non-disadvantaged.
Tier 2 interventions to be targeted towards disadvantaged students to support emotional regulation and social communication	Non-academic interventions target disadvantaged students and personal development tracking shows that disadvantaged students make progress in line with 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: £79834

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of 2 new Family Liaison Officers with attendance as a key priority	Why school attendance matters, and what we're doing to improve it – The Education Hub <i>At primary school, children who attend school nearly every day in Year 6 (95-100% attendance) are 30% more likely to reach</i>	1

	<i>the expected standard in reading, writing and maths compared to similar pupils who attend 90-95% of the time.</i> <i>The link is even stronger at secondary school. Year 11 pupils with near-perfect attendance are almost twice as likely to achieve grade 5 in English and Maths GCSE, compared to similar pupils attending 90-95% of the time.</i>	
Training in DNAV for 4 staff members in Stretch-based classes	DNA-V Model of Psychological Flexibility DNA-V International <i>The purpose of DNA-V is to help people develop flexible strength – the ability to persist in important things they care about, and to change behaviour that’s making their life worse. The model has been used to help young people learn the skills they need to be the best they can be.</i>	1,2,3,4
Recruitment of 1 part time teacher to support a Primary Stretch class	<i>Stretch provision for Secondary students has been successful in engaging and improving outcomes for students that could not cope with the HSD universal offer. One existing teacher is now using this model in a Primary class. Increased admissions necessitate the need for another teacher.</i> <i>The Stretch Provision is based on building a sense of belonging in the students.</i> Belonging Matters	1,2,3,4
Recruitment of 4 Specialist Relational Mentors	Observations and behaviour tracking indicated a need to provide a more targeted approach to supporting students experiencing emotional dysregulation. A team of 4 mentors are available across the school to A) Provide regular check ins or interventions to enable students to maintain emotional regulation B) Provide additional support for a student experiencing dysregulation C) Provide support after an incident or event to enable students to reflect and repair	1,2,3,4

Recruitment of a middle leader with responsibility for Oracy and specific Oracy CPD on the new Oracy Framework	Assessments (Arbor) and observations indicated that students made less progress in speaking and listening than other areas of the communication curriculum. Students need Oracy skills to achieve Functional Skills English and GCSE English and were finding this aspect challenging. Staff lacked confidence in making judgements about students' oracy skills due to communication difficulties	2,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £52849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tier 2 Interventions to improve self-esteem, emotional regulation skills, sensory integration Examples include: ELSA Relational Intervention Sensory Integration Music for wellbeing Equine Assisted Learning (PAALS)	About Us - Elsa Support Elsa is a recognised course to support specific PP students with social skills, emotions, bereavement, anger management and self-esteem. This is an evidence-based programme which tracks progress over a 6-week intervention Sensory Integration Children's Therapy Solutions Why music is great for your mental health PAALS - Home	1,2,3,4,5
Academic Interventions to plug gaps and improve attainment Fresh Start Phonics	Assessments have shown that PP students require additional one-to-one support to plug gaps in learning for English and maths. GL and White Rose assessments used to assess maths levels. GL and Accelerated reader used to assess reading/comprehension and SPAG.	2

	Fresh Start - Ruth Miskin Literacy Read Write Inc. Fresh Start is a proven phonics intervention for pupils aged nine to 13+ who have slipped through the reading net. Pupils make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teen Life Programme	Working Together Team - NAS Teen Life Programme Teen Life is a six-session programme for parents/carers of autistic young people aged 10 to 16 years. The aim of the Teen Life programme is to bring parents together to share information, experiences and ideas in a structured way.	1,5

Total budgeted cost: £133,678

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met

Attendance

Attendance improved for both disadvantaged and non-disadvantaged students, but the gap has now grown so improving attendance remains a high priority for Pupil Premium students

	23/24	24/25
<i>Disadvantaged</i>	66%	68%
<i>Non-Disadvantaged</i>	68%	76%

Arbor Data

Attainment and Progress

Harbour School Dorset moved to a new assessment system in September 2024 and now use Arbor to track summative assessments of core, foundation and vocational subjects. Staff set a baseline and target and progress towards their target is the measure of success. This system is more accurate and robust than the previous system.

Sep 24 – Jul 25

Subject at or above target	Non-Disadvantaged	Disadvantaged	Difference
English KS2/3	91%	88%	-3%
English KS4/5	94%	83%	-11%
Maths KS2/3	89%	86%	-3%
Maths KS4/5	100%	95%	-5%
All subjects KS2/3	91%	91%	=
All other subjects KS4/5	100%	91%	-9%

Arbor data

The data shows that there remains a difference between the progress of disadvantaged students and non-disadvantaged and this becomes more marked in KS4/5. English is the largest gap so the curriculum focus for 2025/26 will be to improve the communication curriculum

In, 2023/24 Fisher Family Trust Progress 5 data shows that FSM6 Year 11 students made better progress than their peers – although this was a cohort of only 12 students, 8 FSM and 4 Not FSM

	FSM6 HSD	NOT FSM6 HSD	National (all pupils)
Attainment 5	11.4	11.1	5.7
A5 English	1.1	1.3	0.8
A5 Maths	2.5	2	0.8
A5 Open	4.3	4.6	2.6

Data is not yet available for Progress 5 for 2024/25, but this report will be updated contemporaneously when it is

Year 11 Attainment

14 students out of 25 were disadvantaged students

Of the 14, 5 students were in Bespoke provision – an entirely bespoke timetable implemented offsite and centred around personal development, self-esteem and emotional regulation

English:

4 gained GCSE Grade 1-3, 1 gained Functional skills EL1

Maths:

1 gained GCSE grade 4

4 gained GCSE grade 2 or 3

3 gained Functional skills EL3

Other subjects:

Sports Btec – 4 students

Mechanics L1 or L2 – 4 students

Catering L1 award – 3 students

Science Entry level – 2 students

Art GCSE – 2 students

Art Level 1 award – 1 student

Horticulture L1 award -2 students

Digital skills L1 – 1 student

Life and Living skills Entry Level 2 – 8 students.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
5 Students access Service Child in education funding this funding has been used for • The introduction of an NCFE Sports & Fitness course for Y10/11 students • The introduction of an NCFE Sports (Outdoors course) for Y12/13 students • Alternative provision for a student on a transition to full time education
The impact of that spending on service pupil premium eligible pupils
Service pupil premium eligible students have been able to access sports courses that were previously unavailable at HSD. New staff and resources have been allocated to provide the courses which service children are enjoying and achieving well. All are on track to gain a Level 2 qualification. Funding towards alternative provision has enabled a service child at risk of permanent exclusion to re-integrate back into school and the student is now accessing full-time provision.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.