

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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	Brookfield School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	65% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 2 of 3 (Sept 2023)
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Rob Brocklebank (HT)
Pupil premium lead	Dan Leaver (KS3) & Kane Cleland (KS4) Leon Pinch (Intensive Support)
Governor / Trustee lead	Maria Taylor (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,595

Part A: Pupil premium strategy plan

Statement of intent

At Brookfield School, our aim is to use Pupil Premium funding to secure and sustain improved outcomes for our disadvantaged pupils. The socio-economic profile of our cohort, typical of SEMH special school settings, requires a highly targeted and evidence-informed approach to how we allocate and use this funding. Core resources and provision for all pupils continue to meet the expectations and statutory requirements of each EHC Plan. Pupil Premium funding allows us to enhance and extend opportunities for disadvantaged pupils, ensuring they can keep pace with their peers and access equitable pathways to success.

Our Pupil Premium allocation supports five key areas:

- **Academic attainment**
- **Progression to further and higher education, including independent living skills**
- **Employability and preparation for the world of work**
- **Social development and enrichment opportunities**
- **Experiential learning, essential for SEMH need and central to personal, social development and independence**

High-quality teaching remains at the centre of our approach. We prioritise strategies that have the strongest evidence base and are proven to maximise outcomes for pupils with SEMH needs. Targeted interventions, guided by robust assessment and progress-monitoring systems, ensure pupils can access a broad, balanced and appropriately differentiated curriculum.

Although our strategy focuses on disadvantaged pupils, we recognise that effective whole-school approaches—such as therapeutic support, specialist intervention and high-quality teaching—benefit all learners. Improvements in provision and outcomes for disadvantaged pupils will therefore also support progress for non-disadvantaged pupils across the school.

We are committed to supporting our disadvantaged pupils to develop the life skills, independence and social confidence needed for adulthood. High-quality careers education, work-related learning, and impartial guidance for further and higher education remain available and accessible to all pupils.

All Pupil Premium activity will be driven by the individual needs and strengths of each young person. Using formal and informal assessments, we will ensure that pupils receive the support, experiences and guidance necessary to prepare them effectively for transition, independence and adulthood.

Leadership, Monitoring and Evaluation

It is the responsibility of the Pupil Premium Lead on each site to identify the needs of disadvantaged pupils, monitor the impact of funded interventions, and evaluate outcomes over time. Each Lead will ensure that decisions are evidence-informed and aligned with whole-school priorities.

Pupil Premium Leads are also responsible for sharing information, analysis and evaluation with senior leaders, teaching staff and governors, so that provision remains transparent, collaborative and consistently focused on improving outcomes for disadvantaged pupils.

The LA formalised our 'Bespoke' offer with the introduction of an Intensive Support Provision. This was 15 places offered to pupils unable to access main school provision due to current and previous learning and engagement barriers and/or experiences. Pupils are given a tailored offer that is progressive in design and focusses on engagement and transition. All pupils and staff have full access to all resources in the main school.

Challenges & Barriers

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

Challenge number	Detail of challenge
1	Lack of opportunity and experience
2	Motivation and engagement (learning)
3	Purpose and status (resilience)
4	Social interaction and relationships (access) - in and out of school
5	Mental health, wellbeing and behaviour

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.

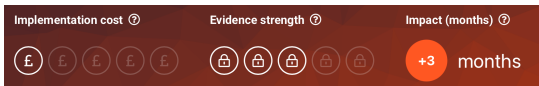
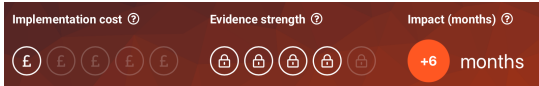
Intended outcome	Success criteria
Increased understanding of the world in which they live, higher levels of resilience and independence	• All pupils have experienced enriching opportunities in the locality and further afield. • All pupils will have experienced 'awe and wonder' - and given opportunity and scaffolds to discuss, reflect and build beyond school. • Increase in pupil monitoring scores and attendance
More pupils accessing more through appropriate, high quality, creative and targeted provision.	• Increased engagement reflected in improved pupil monitoring and academic progress data
To develop pupil confidence, belonging, purpose and status - provide an inclusive, understanding and safe environment for all.	• Increased engagement and enjoyment (surveys) • Increased self – esteem (SnapB) • Progress against Snap-B targets • Positive pupil and parent feedback (surveys)
Improved resilience in pupils and reduction in referrals to mental health services	• Reduced incidents linked to MH • Reduced need for external intervention • Pupils get what they need to be successful – engage, enjoy, succeed

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: £17,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Communication – intervention and staff development (58 days) - 1.5/week Speech and Language Therapist – assessments and staff development and mentoring.	<u>Rationale-</u> Social Communication is an area in which our young people struggle. Evidence shows that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF – Social and emotional learning  EEF – Social and emotional learning 	2,3,5
CPD – national college platform (annual costs)	<u>Rationale-</u> We invest in online CPD due to access and transport logistical issues. Education Policy Institute – Effects of high quality CPD	1,2,3,4,5
Counsellor – extra day (39 days)	Rationale: The benefits of school counselling. School counselling has evolved over the years and can be beneficial in a number of ways. For example, it can:	3,4,5

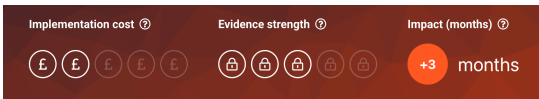
	Reduce the psychological distress that children and young people experience as a result of facing a range of challenges and difficulties Offer a dedicated and safe space to talk about difficulties independently and without judgment Help children and young people learn effective strategies and support them in becoming more resilient Help develop positive self-esteem, confidence, social skills and good mental health Improve engagement in learning Reduce the stigma around mental health Provide insight and guidance for school staff on supporting children and young people Facilitate an important link between school, families and other specialist agencies BACP – School base counselling	
Peripatetic music lessons for all 1 day/week (39 days)	<u>Rationale</u> -Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Pupils articulated their desire to learn an instrument and given our designation as a specialist SEMH school, studies have proved the benefit of music for pupils with ADHD and ASD. EEF – Arts Participation	1,2,3,4

	Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3 months	
KS3 phonics intervention	Rationale- The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Literacy and reading are the cornerstone of learning. EEF - Phonics Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months	

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

Budgeted cost: £19,653

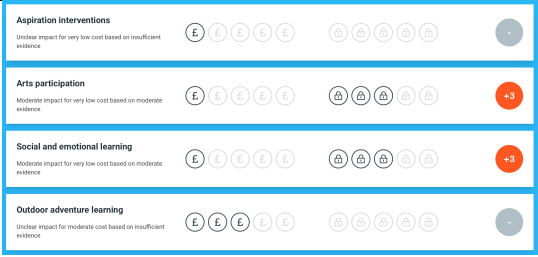
Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning intervention (KS3)	Rationale- Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. From our baseline data we are able to use targeted intervention to plug gaps and improve outcomes. EEF - Individualised Instruction Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months EEF – One to One Tuition Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months	2,3
ELSA support	Rationale- The United Nations Children's Emergency Fund (UNICEF, 2014) reported that the emotional well-being of children in the UK scored the lowest on a range of measures in comparison to children from 20 other industrialised countries. The	3,4,5

	Department for Education and Skills (DfES, 2013) also identified that children's social and emotional development was a high priority especially amongst those pupils identified as having additional needs. Research suggests that low levels of emotional literacy can lead to high levels of internalising (e.g., stress, depression) and externalising behaviours (e.g., aggression, defiance). Given the nature of our provision, this intervention is vital for improved outcomes. EEF – Behaviour Interventions  EEF - Social and Emotional Learning 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment (experiential learning)	<u>Rationale</u>- Pupils need to experience a wide variety of social settings in order to practice their interpersonal skills. In addition, a wide range of enrichment activities give context to learning (e.g. trip to Liverpool Museum to see actual mummies as part of Egypt topic) EEF – Life Skills and Enrichment	1, 2, 4

		
Physical activity (social times/after school) - equipment	Rationale- Parents identified the need for respite and in feedback they suggested that meaningful activities at social times would be of benefit and appreciated. EEF – Physical Activity 	1, 2, 3, 4, 5
Outdoor Education - residential	Rationale - Opportunities for pupils to experience residential outdoor learning had been withdrawn and pupils specifically requested that this was re-introduced. This gave them focus and motivation to be selected for such an opportunity. EEF – Outdoor Education 	1,2,4,5

Total budgeted cost: £62,595

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.

Allocation: £62,463(50 pupils)

The focus for 2023/24 was:

- Continued engagement and attendance
- Health and wellbeing
- Access to learning and wider opportunities and experiences.
- Increased experiences

Positive outcomes for academic year 2023/24 are as follows:

Whole school pupil monitoring data remained above expected levels (average 94% positive compared to 92% in the previous year.)

Parent surveys:

Only 2 parents reported less than expected levels of satisfaction in areas linked to wellbeing, engagement, access and pupil needs

Parent feedback praised the “Dedicated approach from teachers that gave her son opportunities that he wouldn’t normal get” and that “their son comes home most days with something new and exciting to report.”(Parent Survey)

Positive relationships (linked with trust and integrity) are the foundation on which we build our offer. They support engagement, buy in, wellbeing, progress and community all of which are essential to our success.

Our PPG allocation for 2023/24 allowed us to maintain our impact, levels of progress and relationships with stakeholders.

The activities, systems and initiatives funded by PPG served us well and allowed us to exceed expectations in terms of engagement, effectiveness, impact and satisfaction (survey).

We continued to apply SALT and Counselling (in school and online) and included creative ways in which to develop our offer so that staff and parents/carers can utilise/extend the benefits outside of dedicated lessons/ sessions.

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
n/a	

Further information (optional)

An initial 3-year plan was written in Autumn 2023. This will be amended annually until Autumn 2026.

The long-term focus for our disadvantaged pupils is:

- Engagement
- Fair and sufficient access
- Resilience and confidence building
- Increased productivity and outcomes.

School data (internal and externally sourced) suggests that despite the additional pressures and barriers for our disadvantaged students, performance has not been hugely affected. This is attributed to the nature, quality and impact of the focus areas and the opportunity provided to regularly trial, test and consult with all stakeholders in order to find and apply the best fit.

Our 3-year plan was written (2023/24) to reflect progress, current status and latest information, guidance and expectations linked to the allocated funding.

Due to the nature of our school funding mechanism and close attention to need, the LA fund each place based upon a robust funding formula that allows us to provide sufficient learning, enrichment and intervention. PPG allows us to widen this offer and focus on specific interventions that make the greatest difference.