



Pupil Premium Strategy Statement 2025-26

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils, both with direct funding for specific groups and general funding for wider strategies.

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	223
Proportion (%) of pupil premium eligible pupils	28% (63 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)	September 2025 – September 2026
Date this statement was published	24/2/2026
Date on which it will be reviewed	1/9/2026, to be published December 2026
Statement authorised by	Catherine Bernie
Pupil premium lead	James Gearing
Governor / Trustee lead	Lesley Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,495
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80,495
Funding rates and payment calendar Children who are looked after (or previously looked after) £2,630 Pupils eligible for free school meals, or have been eligible in the past 6 years £1,515 (primary) or £1,075 (secondary)	<ul style="list-style-type: none"> • 8 July 2025 • 8 October 2025 • 9 January 2026 • 10 April 2026

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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Attainments towards progress in their EHCP outcomes
Progression to further and higher education
- Employability, or safe access to community settings commensurate to their needs
- Social opportunities and breadth of experience opportunities
- Mental health, and access to therapy where necessary

However this variance is not broad enough to define the population of pupils who receive pupil premium funding, and when measuring attainment of successful EHCP outcomes against our general pupil population we see little variance.

Although our strategy is focused on the needs of disadvantaged pupils, there is therefore room within the strategy for targeted approaches that benefit all pupils in our school where funding is spent on whole-school endeavours, such as high-quality teaching and wider support structures. 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.

Due to the nature of our population's needs, their rates of learning are decreased in comparison to their neurotypical peers. Data (from our overview of success rates for pupil's personal learning plan targets and Education Health and Care Plan Outcomes, academic year 2025) suggests that our pupils who receive pupil premium funding are learning at generally the same rates as the rest of our population. We predict that this is due to how our pupils learn - they often have similar barriers to learning due to their diagnoses rather than directly to do with their economic status or background. This is our rationale behind pupils being grouped through curriculum strand to access the most form of appropriate education with our setting. We recognise intersectionality within our population and acknowledge that some of our community will have diagnosis alongside other areas of need or disadvantage.

We want to develop how we track pupils from lower socio-economic backgrounds and whether they are in receipt of PPG as this is not always the case. Some families where the complex needs of their children are higher may not be in receipt of PPG, but require a lot of input from social care or pastoral services. We want to look at the

disparity within our population and track if specific PPG funding would harness their access to curriculum, particularly strand-specific learning based on the level of need the pupil has in line with their NWPU funding. This is constantly being reviewed through the EHCP process, and also through data collection points throughout the year that collate achievement data of individuals, specific cohorts, strands etc. These collection points are formed via our Earwig evidence collection portal.

Challenges

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

These challenges are influenced by the school development plan, with specific details of challenge linked to pupils who access the premium.

Challenge number	Detail of challenge
<p>1. Quality of Education</p> <p>Each Strand will have specific, targeted strategies, relevant to their pupil population embedded in their curriculum offer and delivered effectively by teaching staff.</p>	<ul style="list-style-type: none"> • Teaching staff select and utilise the right approach with confidence, at the right time to engage pupils appropriately, enabling them to make good progress • Pupils will demonstrate high levels of engagement across all lessons. • The Rainbow standards are clearly adhered to in all areas of teaching and learning; environments and pedagogy support learners in a developmentally appropriate way. • 100% of teachers will engage with, understand and be able to present class data in pupil progress meetings, and relate progress <p>Evidenced through assessment, planning, strand-specific curricular teaching</p> <p><i>Pupil Premium specific;</i></p> <ul style="list-style-type: none"> - <i>Whilst we don't generally find a trend for pupils who access the premium achieving less than their peers, we can also identify that there can be specific intervention strategies that help boost the pupil's engagement across their curriculum. Accessing external intervention and provision can also inspire teachers and support staff in their planning and learning, embedding new skills and ways of engagement . (Kempe & Tissout, 2012)</i> - <i>Our Forest School lead is on maternity leave this year, which identified a gap in existing provision that a lot of our lower school have engaged really well in. The lead's qualification and portfolio in Forest School practice within SEN identifies a lot of high-quality research that shows learners with complex disabilities engage with this style of learning on a high level, as well as using play-based theory to underpin importance.</i>
<p>2. Personal Development</p> <p>All staff know what personal development means for</p>	<ul style="list-style-type: none"> • Pupils at all levels are supported to follow rules and safety guidelines in school. • All staff use a therapeutic model to support pupils to regulate.

<p>pupils at Brookfields school, personal development opportunities are embedded effectively into the curriculum and parents/carers understand the links to the EHCP Outcomes for their child.</p>	<ul style="list-style-type: none"> • Personal development opportunities are embedded across the curriculum provision and can be clearly identified by the teaching staff. • Staff challenge pupils to acquire new hobbies through the curriculum provision offered. • Pupil voice is routine at AR meetings, Strand Council meetings and evaluations of curriculum provisions and is used to shape school development • Staff carry out their responsibilities in a timely manner <p><i>Pupil Premium specific;</i></p> <ul style="list-style-type: none"> - <i>Our own evidence identifies that our pupil population in general has limited access to a breadth of activities within their lives. This can be for a number of factors, but can be due to family fears around community access, challenging behaviour, or increased costs of supporting a young person with a disability.</i> - <i>Breadth of experience can come from a variety of sources but we have found drama to be a consistent engaging part of our curriculum (Peter, 2021), and also something that families have bought into outside of school in order to further their young person’s personal development with access to drama and theatre clubs specifically for young people with SEN.</i>
<p>3. Behaviour and Attitudes</p> <p>Pupils will demonstrate an increased ability to regulate, either accepting adult intervention or, where appropriate, requiring less adult intervention.</p>	<ul style="list-style-type: none"> • All leavers will be prepared for their transition to the destination by June of their final year at Brookfields. • Policies will follow a trauma-informed model/approach <p><i>Pupil Premium specific;</i></p> <ul style="list-style-type: none"> - <i>Evidence shows that disadvantaged pupils are often in higher need of therapy provision due to their life experiences, backgrounds or behavioural needs. This can also be due to intersectionality of pupils (for example, having a disability alongside having experienced trauma, or having attachment issues)</i> - <i>Specific pupils will have access to music therapy services to help support emotional and therapeutic intervention to a high standard.</i> - <i>Specific pupils will have access to a food therapy programme led by our sensory processing consultant, with bespoke training for staff teams and the PDBA team to integrate food therapy through curriculum offer. Inputting this kind of therapy can be crucial to the developmental progress of some pupils, in order to meet their physiological basic needs.</i>

<p>4. Safeguarding</p> <p>All staff will implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding irrespective of staff movement and organisation around the school</p>	<ul style="list-style-type: none"> • Pupils feel safe, Pupils are safe, pupils know who to contact when this isn't the case • Staff have Clear knowledge of the young people they are working with and can act appropriately to any concerns they have <p>Reduction in reported incidents to the Accident Book online system relating to peer-on-peer abuse or harm</p> <p><i>Pupil Premium specific;</i></p> <ul style="list-style-type: none"> - <i>Specific cohorts of our pupil population (for example, those in the enrichment strand) may have experienced significant trauma due to their life experiences alongside their diagnoses (Wolbring & Nasir, 2024). This year we have introduced a 'nurture teaching assistant' role, a more highly-trained level of teaching assistant that is trained in the principles of nurture and attachment so their skill-set better suits this growing population. We also know that this population can also be more commonly exposed to events which may constitute safeguarding risk, involvement with care and social services support, or harm to themselves, their families or others.</i> - <i>Alongside access to specific therapy, pupil premium funding will go towards providing high quality and continuous external training and professional development opportunities for those working with our population who are experiencing intersections of disability and trauma. These may come from various sources both direct, online or through purchased resources (for example therapeutic thinking consultation, Creative Education online training, Mulberry Bush online)</i> - <i>Food therapy training will also enhance staff understanding of basic needs before 'learning' can happen, and for external support for families to be available for food therapy in the home where lack of nutrition and strict diet / food aversion may be a significant risk to the young person</i>
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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
<p>1. Quality of Education and 2. Personal Development</p> <p>Pupils will have access to a variety and breadth of experiences that promote varied engagement and give options for personal development, and experiences that compliment the existing curriculum offers across the 4 strands</p>	<ul style="list-style-type: none"> • Pupils will experience improved physical and mental health through access to a consistent Forest School offer, with a functioning variety of Forest School settings across the school site • Pupils will experience improved physical and mental health through access to varied drama-based engagement experiences provided by MakeSense theatre company, using both 'street theatre' and 'multi-sensory immersive' models depending on pupil level of need • Pupils will experience improved physical and mental health through access to 1:1 music lessons provided by Berkshire Maestros, where they show interest in learning a musical instrument on a regular basis • Pupils will experience improved physical and mental health through access to Adventure Dolphin climbing centre, both to provide them with physiological regulation and also breadth of experience within the community
<p>3. Behaviour and Attitudes</p> <p>Specific cohorts of pupils will have increased access to high-quality bespoke therapy, provided by external trained professionals</p>	<ul style="list-style-type: none"> • A named group of pupils who have experienced trauma alongside their diagnoses will experience improved physical and mental health through access music therapy on a weekly basis, reviewed termly
<p>4. Safeguarding</p> <p>Pupils who have experienced trauma which contributes to their lives and resulting behaviour that may challenge will be supported by well-trained staff, with the whole school promoting a trauma-aware approach</p>	<ul style="list-style-type: none"> • Staff working in the enrichment strand, and in strand classes where specific pupils are 'linked' will improve the support that they are able to offer to this cohort, through access to high-quality training related to intersectionality,

	<p>trauma, nurture and attachment, including;</p> <ul style="list-style-type: none">- Creative Education Online- Therapeutic Thinking Consultancy- Mulberry Bush Online- ELSA resourcing <ul style="list-style-type: none">• Staff working with pupils where food aversion is a high risk will improve the support that they are able to offer to this cohort, through access to bespoke food therapy training from our sensory processing consultant, with appropriate systems and resources to embed food therapy into curriculum offer
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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: £6,000

Actual spend: To be reported at end of academic year 2025-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture-based CPD for specific staff cohorts	Wolbring & Nasir, 2024	4
Support and resourcing for the Personal Development, Behaviour and Attitudes team through consultancy with Therapeutic Thinking Ltd. And external resources such as online portals for mapping intervention	Department of Education, 2023	4

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

Budgeted cost: £28,000

Actual spend: To be reported at end of academic year 2025-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chiltern Music Therapy	Chiltern Music Therapy, 2024	3
Berkshire Maestros	Harris, 2016	1, 2
Adventure Dolphin	Gassner et al., 2023	1, 2
Food Therapy (in-house)	O'Connell, 2025	3

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

Budgeted cost: £45,000

Actual spend: To be reported at end of academic year 2025-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School via WildCity	Forest School Finder (2025)	1, 2
Make/Sense Theatre	Kempe & Tissaout (2012)	1, 2

Total budgeted cost: £80,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

- 'Big Maths' training was delivered throughout the year to teachers, via the maths lead or through Big Maths directly. This has provided a structure for maths assessment that all can take direct hierarchical targets from, in order to embed them into curriculum teaching. Since forming the Ascendancy Partnership Trust, the school has engaged with other maths leads and formed 'Better Together' groups in order to further best practice in maths curriculum development and teaching.
- There has been ongoing work with CYPIT therapists providing universal speech and language support to the school. Since forming the Ascendancy Partnership Trust, a therapies hub has been created in order to further and refine the universal therapies offer all pupils receive, with better clarity on when bespoke support is required. Due to the formation of this hub, it is not perceived that further pupil premium funding over the next academic year (25-26) will be used for speech and language therapist subsidy.

Targeted Academic Support

- Bespoke tutoring has been provided for pupils who have the ability to engage in entry-level standard qualifications – this currently fits outside the provided curriculum for 'Enquiry' strand, and so it was felt important to acknowledge this for the academic needs of a specific cohort. A qualified teacher delivers the tutoring, and has reported very positive engagement and achievement so far for the pupils involved. These pupils have also identified that it has given them more confidence to pursue further education at college, and we are hoping the entry level qualifications will allow them to access courses that may have been previously inaccessible.

Wider Strategy

- Equipment that meets sensory needs of pupils, as advised by our sensory processing consultant or occupational therapist, has been purchased through pupil premium funding. These may be part of specific pupil programmes, and will generally be used in the sensory room which is used consistently for regulatory therapy work.
- An independent travel co-ordinator has been in post in order to reinforce the importance of travel training for our pupils. This person has worked 1:1 and in small groups with pupils, particularly with those who we would expect to engage

in independent travel in order to get to either their placement at Brookfields, or for future planning so they can travel to work experience, apprenticeship placements or their next educational destination (college). We have seen success in this, with pupils travelling independently to school on public buses, and using public transport to access college placements upon leaving Brookfields. For other groups, the independent travel co-ordinator can provide planning and structure for community visits, resources for teaching, and modelling for pupils.

- Cultural trips, visitors and experiences have included regular curriculum opportunities from MakeSense Theatre, a company who works exclusively with young people with disabilities. We use, and will continue to use MakeSense as a high-quality provider of engaging, developmentally-appropriate theatre which works across all of our strands. MakeSense also offer work experience opportunities to our young people so they can participate in the delivery, tech set up and practicalities of working in a theatre company.

All the above challenges were reviewed alongside the school development plan, and aspects that were cost and experience-effective have been retained, with some more bespoke programmes created for the academic year 2025-26 to further enhance provision.

Externally provided programmes

Programme	Provider
Sensory and 'Street' Theatre workshops	MakeSense Theatre
1:1 Music Tuition	Berkshire Maestros
Climbing Experiences	Adventure Dolphin Pangbourne

References

Chiltern Music Therapy (2024) [Chiltern Music Therapy | Our Impact: 2024 Annual Report Highlights](#)

Department of Education (2024) [Analysis of the consultation responses to the SEND review: right support, right place, right time](#)

Forest School Finder (2025) [The Practical Benefits of Forest School for Children with SEN — Forest School Finder](#)

Gassner et al. (2013) [The therapeutic effects of climbing: A systematic review and meta-analysis - PubMed](#)

Harris, T. (2016) [Valuing Music in Special Needs Settings](#)

Kempe, A. & Tissaout, C. (2012) [The use of drama to teach social skills in a special school setting for students with autism](#)

Krasniqi, P., Puls, L. & Barrow, M. (2024) ["Designed to be unfair" research report](#) – The impact of disadvantage on pupils in UK state schools

O'Connell, R. (2025) [Research highlights the need to support inclusive eating in special schools | ARC East of England](#)

Peter, M. (2021) [Professional development in drama with learners with special educational needs and disabilities \(SEND\)](#)

Wolbring, G. & Nasir, L. (2024) [Intersectionality of Disabled People through a Disability Studies, Ability-Based Studies, and Intersectional Pedagogy Lens: A Survey and a Scoping Review](#)