

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Brookfields School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Clare Williams Chair of Academy Council Melsa Buxton Shaw Education Trust
Pupil premium lead	Sara Ainsworth
Governor / Trustee lead	Ashley Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,960
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	£96,960

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and Academy Councillors at Brookfields School accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment for all pupils. We have high aspirations for our children, and we believe that no child should be left behind and that any barriers to learning should be removed.

Every child, including those who may be considered socially disadvantaged, is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their highest attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. In our planning we considered carefully the challenges faced by vulnerable pupils, such as those who have a social worker or challenges within their home life. The activity we have outlined in this statement is also intended to provide effective support for pupil's emotional and mental health needs in order for them to be ready to engage and learn.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage.

Identification of pupils and appropriate interventions

Brookfields School will ensure that:

- Staff are involved with the analysis of data and identification of need
- Staff are aware of pupil premium and vulnerable pupils including CLA and pupils adopted from care
- All pupil premium children benefit from funding not just anyone under-achieving
- Underachievement at all levels is addressed, not just lower attaining pupils
- Children's individual needs are considered carefully
- Advice from other professionals and agencies involved with pupils will be sought and implemented
- The Leadership Team will maintain an overview of identification and interventions planned

Monitoring and evaluation:

Brookfields School will ensure that:

- Assessment data is collected at least termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate

- A range of data and information is used, including school assessments and those undertaken by relevant professionals
- Feedback about performance is given to children and parents/carers
- Interventions are adapted or changed if they are not having an impact
- The headteacher will maintain an overview of pupil premium spend and has the responsibility to present this information to the Academy Council and report annually to all stakeholders
- A named Academy Councillor will have responsibility for pupil premium.

Challenges

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

Areas of challenge are individual to each child at our school and will be linked to their diagnosis but may include 1 or more of the following that provide a significant barrier to engagement and achievement: -

- Developmental difficulty
- Communication difficulty
- Specific need related to disability / diagnosis
- Sensory need
- Physical need
- Behavioural need
- Social and emotional health need
- Medical need

Challenge number	Detail of challenge
1.	Assessment (internal and by Speech and Language therapists), observations, and discussions with families indicate underdeveloped skills in the area of communication among the majority of pupils. These are evident from Reception through to KS2 and are linked to each child's diagnosis. Disadvantaged children often face limited exposure to rich language environments, which can hinder vocabulary growth and delay the development of effective communication skills Communication development is at the core of our curriculum and is an essential building block for our children's development. We strive for each child to have an effective means of communication.
2.	Assessment (internal and by OT) highlights the impact that sensory needs have on individual children's readiness and ability to engage and learn. Unmet sensory needs present a significant barrier to children in being able to access the world around them and their readiness and ability to engage with learning. We need to provide our pupils with the skills and strategies to self-regulate in order to reduce the impact of these factors in the long term. Disadvantaged children often lack access to environments that provide varied and appropriate sensory experiences—such as safe play spaces, stimulating materials, or

	opportunities for movement. This limited exposure can affect the development of sensory processing skills, making it harder for them to regulate responses to sound, touch, or movement, which in turn impacts learning, attention, and emotional well-being.
3.	Assessment and observation by staff and families indicate that a high number of pupils experience difficulties in the area of engagement and early social skills of sharing a space and activity with someone else, taking turns and understanding simple social conventions. Disadvantaged children often have fewer opportunities for positive peer interactions and guided social experiences, which can lead to delays in developing essential social skills such as sharing, cooperation, and conflict resolution
4.	Our observations, assessments and discussions with families and other professionals including those from Health and Social Care have identified the impact of home and family factors upon individual children's ability to thrive, develop and achieve. These can include: • Poor home environment • Family themselves have a high level of need • Lack of engagement and support from family with services including school • Low aspirations from parents / carers / community • Lack of opportunity and stimulation out of school time • Insufficient support for children's mental health and wellbeing
5.	Assessment, observations and knowledge of our school cohort provide evidence that pupils require additional support and interventions in the areas of early Literacy and Numeracy to ensure that they can optimise their progress through our curriculum pathways by developing a firm foundation for their learning. When disadvantaged children have restricted access to books, educational materials, and language-rich interactions, they often enter school with a smaller vocabulary, weaker phonological awareness, and limited exposure to basic number concepts. This gap can lead to difficulties in reading comprehension, problem-solving, and overall academic achievement, which may persist throughout their education and affect confidence, engagement, and future opportunities.
6.	As a school we are very aware based on observation, assessment, feedback from families and professionals that the mental health and emotional wellbeing of our pupils is always a key consideration and can be severely impacted by diagnosis and/or adverse early childhood experiences. Emotional stress in disadvantaged children can be heightened by factors such as financial insecurity, unstable housing, and family conflict, and for those with SEND, these challenges are compounded by difficulties in communication, sensory processing, or learning needs. Limited access to specialist support and inclusive environments often leaves these children feeling misunderstood or isolated, increasing anxiety and reducing their ability to regulate emotions effectively

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan.**

Intended outcome	Success criteria
1. To improve communication skills amongst disadvantaged pupils ensuring they are developing their skills in receptive and expressive communication through use of correct strategies and resources.	- Pupils to have an identified / preferred communication method; this may include AAC. - Data will evidence that the pupils are meeting / exceeding targets set in the area of receptive and expressive skills (use of B-Squared) - SALT assessment and reports will evidence that pupils are making good progress against outcomes identified. - Brookfields Communication Standard drives a consistent approach across the school
2. To ensure that individual pupil's sensory needs are addressed and children are enabled to be effective learners and develop appropriate self-regulation strategies.	- Observation, assessment and data will evidence that sensory needs have been correctly identified and plans in place to support individual pupils in addressing them through the use of appropriate individualised strategies and resources. - Staff to be correctly trained in delivering sensory diets and supporting pupils. - Appropriate resources to be evident in classrooms / external areas for general and targeted use.
3. To improve children's early communication / social and attention skills to enable active participation in their learning.	- Data (from IEP's and B-Squared) and observation will evidence that pupils are attending to and actively engaging with learning across the curriculum. - Pupils will demonstrate an increased self-confidence and skill level to engage in social interaction with peers and familiar adults. - SALT assessment and reports will evidence that pupils are making good progress against outcomes identified.
4. For children and their families' holistic need to be supported to ensure that every child has the best foundations to learn and develop.	- Improved levels of engagement from families who have previously been hard to reach by professionals evidenced through school-based records and MAP/CIN/CP minutes and reports. - Wider family needs to be met as identified through assessment (school, health, social care) - Support provided by school / signposted by school to be tailored to family need.

	Families to demonstrate higher level of aspiration for their children e.g. through EHCP review.
5. Pupils to demonstrate improved early Literacy and Numeracy skills development.	Data (from IEP's and B-Squared) and observation will evidence that the pupils are making / exceeding expected progress based on targets set at the start of the year and EHCP outcomes.
6. Pupils to receive the nurture and support they require to have positive emotional health and well-being. Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety	- Data (from IEP's, B-Squared and SDQ's) plus observation and family feedback will evidence that the pupils are showing improved levels of wellbeing and emotional security. - Data analysis from behaviour logs (CPOMS) plus review of LRT plans will evidence a reduction in behaviour incidents. - External reports from agencies such as CAMHS and PBSS will provide evidence of progress and from baseline.

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: £5,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the IT offer as part of the school's ongoing Digital Strategy £5,551	- Improving the IT offer in school will provide an optimal environment and resources to support all children's teaching and learning experience. High quality resources that are accessible and allow a personalised approach to open up a wealth of opportunity for pupils both in school and at home within all key areas, communication, academic achievement and independence. - Staff training is critical to ensure that the new technology is used to its best effect and maximises impact for all pupils and families.	1,3,5,6

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

Budgeted cost: £38,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Specialist Sensory Occupational Therapy for 1 day per week to provide assessment, plans and guidance / training to staff and families. £12,154 Purchase of sensory resources to support individual pupil's sensory interventions. £500	- To assess and produce sensory diets for pupils to address their sensory integration needs - To support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment, planning etc. - To work with individuals / small groups on focussed activities such as sensory based activity and feeding interventions; particularly working with ARFID pupils etc. - To liaise with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. - To ensure all classroom areas and individual pupils have the appropriate sensory resources to best meet the needs of the pupils and to ensure that interventions can be fully implemented.	2

	○ To implement sensory circuits as required for pupils making optimum use of space available across both sites.	
To commission specialist interventions / therapies for pupils Music specialist ~ 1-day weekly £11,433 Music Therapy (1 day weekly) £3,090 Speech and Language (1 day weekly) £9,934	○ To develop range of skills linked to pupil's individual needs, early communication, sensory, interaction and engagement alongside academic subject knowledge. ○ To develop pupil's engagement, self-esteem, and confidence. ○ To support nurture and wellbeing work undertaken in the school ~ target specific children who have been identified as needing greater input ○ To support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment, planning etc. ○ To work with individuals / small groups on focussed activities such as early communication, speech sounds, use of AAC etc. ○ To liaise with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. SALT and FSW to run NSPCC Keep Safe and social skills groups. ○ To ensure all classroom areas and individual pupils have the appropriate communication resources to best meet the needs of the pupils and to ensure that interventions can be fully implemented in line with the Brookfields Communication Standard.	1,3
To provide appropriate level of resources to enable staff to facilitate interventions such as daily Attention Autism sessions for pupils. £500	○ Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication using visually based and highly motivating activities. ○ The areas focused upon with this programme are deficit areas for our pupils and this approach will support ongoing work to address them. A high percentage of pupils across school have AA written into their Communication Care Plans provided by Speech and Language Therapy.	1
To provide appropriate level of resources to enable staff to facilitate class-based nurture, Thrive, ELSA sessions and therapeutic play interventions. £500	○ Brookfields operates a nurture based and trauma informed approach to supporting pupils' emotional health and wellbeing. Pupils engage with a range of nurture and support interventions that they require to have positive emotional health and well-being. This leads to improved behaviour of pupils by equipping them with coping strategies to support them in managing their own regulation, behaviour and anxiety.	6

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

Budgeted cost: £53,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a Family Support Worker. £51,948 Supervision for FSW. £350	- Due to the high percentage of our pupils and families that require support employing our own Family Support Worker is an extremely valuable resource and increases our capacity to intervene and provide Early Support. - At least 40% of our pupils across the whole school are supported at a Family Support, MAP or CIN level by our Family Support Worker and of these at least 50% are PP pupils. - Examples of positive outcomes observed during the period we have employed a FSW include increasing parental engagement in school or with other agencies, supporting families with housing, financial and medical issues, supporting attendance, developing resilience and positive emotional and mental health of pupils (ELSA, nurture and play therapy work) and providing a coordinated approach to multiagency working. This has been a critical role within the school approach to supporting families through the pandemic and periods of disrupted schooling with LG supporting families exceptionally well.	4
For pupils to access Educational Visits in the community and enrichment activities in school – arts related. £500	- To provide a broad and engaging curriculum (including extended school time) for pupils to maximise learning, social and physical development opportunities. - Positive opportunities to engage in activities and experiences that will support children's cultural, moral, and spiritual development and provide breadth of experience / cultural capital.	4,6
Contingency fund for acute issues. £500	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £96,960

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 **2024 – 2025** academic year.

Pupil Premium Focus Area	Impact	Evidence
2 staff to complete BILD accredited training: 1x BILD BTEC Level 4 Certificate in Positive Behaviour Support and 1x BTEC Level 5 Diploma in Practice Leadership. This will continue to support the management of our school's positive approach to behaviour management. £799 (Level 4)	- Staff team upskilled as trained staff members can work with the Behaviour Lead to cascade knowledge to whole school staff through training and provide higher level support with individual pupils (bespoke plans completed). - This CPD was completed with a cohort of colleagues from across our Cheshire Special Schools Consortium who have a shared behaviour policy rooted in PBS and who have formed a Cheshire BILD Community of Practice. This allows for sharing of practice, networking and a shared policy across the schools.	Behaviour Policy Termly behaviour reports Individual behaviour plans Learning Walks Progress Meetings
To enhance the IT offer for pupils, staff and families as part of the school's Digital Strategy £3,125	- Improving the IT offer in school has provided an optimal environment and resources to support all children's teaching and learning experience. High quality resources that are accessible and allow a personalised approach open up a wealth of opportunity for pupils both in school and at home within all key areas; communication, academic achievement and independence. - Staff training and focus of an agile sprint related to SEND 5 a day ensured that the new technology is used to its best effect and maximises impact for all pupils and families as well as having a positive impact for staff.	New hardware and software in use across school Evidence in planning / teaching and learning/ observations etc. QAL documentation

Pupil Premium Focus Area	Impact	Evidence
Commission Specialist Sensory Occupational Therapy for 1 day per week to provide assessment, plans and guidance / training to staff and families. £11,800 (Includes purchase of some sensory resources).	- Pupils have individual sensory plans and have individual / small group input from OT. This has allowed appropriate strategies and resources to be targeted. - Staff have been trained in Sensory Integration and benefit from weekly access to Catherine's expertise. Food Group has targeted children with very restricted diets and has supported them in experiencing and trying a range of foods through a specialist programme. Successes have been observed with a greater range of foods tasted and tolerated.	Lesson observations Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP's and Annual Review of statement / EHCP Intervention related baseline and assessment reports

	○ Catherine provided input to families to support with sensory issues at home including restricted diets and behaviour. Parents / Carers have been involved in assessments and with the programmes and this has provided them with support and strategies. ○ Catherine has provided assessment and guidance to ensure that the most appropriate equipment has been sourced for pupils to support their OT and sensory needs to enable them to be 'ready to learn' and remove any potential barriers. ○ Sensory assessments have informed the formulation of IEP's and EHCP reviews. ○ Fine motor interventions undertaken with relevant pupils.	Appropriate resources in place for pupils
To commission specialist interventions / therapies for pupils Speech and Language SLA (1 day weekly) £8,845	○ Development of a range of skills linked to pupil's individual needs, early communication, sensory, interaction and engagement alongside academic subject knowledge. ○ Development of pupil's engagement, self-esteem, and confidence. ○ A valuable support to nurture and wellbeing work undertaken in the school ~ targeting of specific children who were been identified as needing greater input ○ Support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment, planning, writing of communication overviews etc. ○ Work undertaken in a variety of ways with individuals / small groups on focussed activities such as early communication, speech sounds, use of AAC etc. ○ As appropriate liaison/ collaborative work with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. SALT and FSW have collaborated to run NSPCC Keep Safe and social skills groups. ○ Supported development and roll out of Communication Standard to ensure all classroom areas and individual pupils have the appropriate communication resources to best meet the needs of the pupils and to ensure that interventions can be fully implemented.	Lesson observations Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP's and Annual Review of statement / EHCP Intervention related baseline and assessment Communication plans/overviews
To commission specialist music interventions / therapies for pupils Music specialist ~ 1-day weekly (Live Music Now) £11,100	○ Development of key basic skills linked to pupil's individual needs of communication, interaction, and engagement alongside core music skills. Positive, fun, and engaging tasks supplemented taught music curriculum. ○ Effective and engaging sessions develop pupil's self-esteem and confidence alongside increasing their ability to recognise and express emotions.	Lesson observations Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP's and Annual Review of statement / EHCP

Nordoff Robbins Music Therapy (1 day weekly) £3,000	○ Specialist group sessions providing nurture and wellbeing work undertaken in the school effectively target specific children who have been identified as needing greater input. ○ Pupils provided with an appropriate mechanism to communicate their feelings (pupil voice) which has been crucial in informing CP/CIN processes. ○ Whole class music project work has provided the development of music skills, performance skills alongside turn taking, early communication and attention skills.	Intervention related baseline and assessment
Commission Specialist Art Therapy for 1/2 day per week to provide direct intervention work To fund supervision for Art Therapy Student who provided 2 days per week from June 2025 (until July 2026) £1940	○ High quality individualised interventions for a small number of pupils identified as requiring specialist therapeutic input. This has supported difficulties related to family breakdown, transition and having a high number of ACES. ○ Art Therapist to provide art therapy sessions for parents / carers to support their emotional health and wellbeing so that they can better support their own children's.	SDQ – pre and post intervention Observation Pupil and family feedback
To provide appropriate level of resources to enable staff to facilitate interventions such as daily Attention Autism sessions for pupils, sensory and communication interventions. £2,894	○ Attention Autism is an intervention model designed by Gina Davies, Specialist Speech, and Language Therapist. It develops natural and spontaneous communication using visually based and highly motivating activities. The areas focused upon with this programme are deficit areas for our pupils and this approach supports ongoing work to address them. A high percentage of pupils across school have AA written into their Communication Care Plans provided by Speech and Language Therapy. ○ All staff are upskilled to support pupils through the 4-step Attention Autism Programme to develop their communication, social interaction, and attention skills. By having all staff trained ensures a consistency of approach and shared understanding.	Lesson observations Planning Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP evaluations and Annual Review of EHCP Intervention related baseline and assessment Professionals reports

Externally provided programmes

Programme	Provider
Read, Write, Inc	OUP
Espresso	Discovery Education
Oxford Owl	OUP
Numicon	OUP
Maths for Life	Maths for Life