

Pupil premium strategy statement – Brookhaven School

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	74
Proportion (%) of pupil premium eligible pupils	25
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	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jeremy Swinn
Pupil premium lead	Clare Shiel
Governor / Trustee lead	n/a

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,985
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>	£29,985

Part A: Pupil premium strategy plan

Statement of intent

Brookhaven School is a specialist 11–16 school in Bury for young people with autism and social, language and communication needs. Part of Shaw Education Trust, we opened in 2024 with a clear vision: to prepare every student with the knowledge, skills and confidence to succeed beyond school.

This Pupil Premium Strategy is designed to address the specific barriers faced by disadvantaged pupils. However, many of the approaches are delivered at a whole-school level, strengthening teaching, wellbeing and provision in ways that benefit all pupils, while ensuring disadvantaged pupils receive targeted and proportionate support.

At Brookhaven, we prioritise sustained investment in staff knowledge, expertise and shared practice, recognising that high-quality teaching is the most powerful driver of positive outcomes for disadvantaged pupils. We invest in autism-specific professional development, literacy and numeracy training, and trauma-aware approaches so that all staff understand the challenges our pupils and families may face and recognise their collective responsibility in removing barriers to learning. High expectations, consistency of practice and strong relationships sit at the heart of our work.

We place significant emphasis on creating a safe, calm and supportive learning environment, where pupils feel secure, understood and ready to learn. Through therapy-informed practice, emotional wellbeing support and relational approaches, we aim to reduce anxiety, improve regulation and support pupils to re-engage positively with education. This work underpins attendance, behaviour and pupils' readiness to learn, and is essential to enabling progress over time.

Alongside this, we recognise that disadvantage at Brookhaven is often reflected in limited life experiences and reduced opportunities to apply learning beyond the classroom. We therefore invest in enrichment, community-based learning and real-world experiences that broaden horizons, raise aspirations and support preparation for adulthood. These opportunities are carefully planned and supported so that pupils are able to access them successfully and generalise skills across contexts.

Challenges

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

Challenge number	Detail of challenge
1	<p>Engagement and emotional wellbeing</p> <p>Some disadvantaged pupils experience anxiety, emotional dysregulation and reduced resilience, which can affect engagement with learning, attendance and behaviour. For some pupils, previous experiences have reduced confidence in education, making consistent engagement more difficult without strong relational and trauma-aware support.</p>
2	<p>Gaps in learning and access to core skills</p> <p>Disadvantaged pupils may arrive with gaps in literacy and numeracy linked to disrupted or inconsistent prior education. These gaps can limit access to the wider curriculum and reduce confidence as learners without targeted academic support delivered by trained staff.</p>
3	<p>Limited life experiences</p> <p>Some disadvantaged pupils have had fewer opportunities to access enrichment, community experiences and real-world learning. As a result, pupils may find it difficult to generalise skills across contexts, affecting independence, aspiration and preparation for adulthood.</p>
4	<p>Communication, independence and preparation for adulthood</p> <p>Social communication differences and reduced independence can affect pupils' ability to advocate for themselves, manage routines and plan for the future. Without explicit teaching, modelling and supported experiences, disadvantaged pupils may be less prepared for adulthood and next steps.</p>

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 engagement, wellbeing and readiness to learn	Disadvantaged pupils demonstrate improved emotional regulation, reduced anxiety-related barriers and increased engagement in learning. Attendance becomes more consistent, with successful phased reintegration where appropriate.
Strong and sustained progress in learning	Disadvantaged pupils make sustained progress over time from their individual starting points. Gaps in literacy and numeracy reduce, enabling pupils to access the curriculum with increased confidence and success.

Increased independence and ability to generalise learning	Disadvantaged pupils show increasing independence in learning and daily routines and are able to apply skills across school, community and home contexts.
Raised aspiration and improved preparation for adulthood	Disadvantaged pupils access high-quality enrichment and community-based learning opportunities that broaden life experiences and raise aspirations. All pupils have clear, personalised next-step planning.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism-specific professional development, including National Autistic Society Autism Accreditation and associated CPD	A recognised whole-school framework that strengthens consistency and quality of autism practice, supporting staff to adapt teaching and provision effectively for disadvantaged pupils. https://www.autism.org.uk/what-we-do/autism-accreditation	1, 4
Trauma-aware practice and emotional wellbeing training, including increasing the number of Mental Health First Aiders	Whole-school approaches that build staff confidence in supporting emotional regulation, behaviour and readiness to learn, contributing to improved engagement and attendance. https://www.mentalhealthfirstaid.org	1

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy and numeracy interventions delivered by trained staff, including Read Write Inc and Fresh Start	<p>Structured, sequential programmes that support staff to address gaps in literacy and numeracy linked to disrupted or inconsistent prior learning.</p> <p>https://www.ruthmiskin.com/read-write-inc/</p> <p>https://www.ruthmiskin.com/en/programmes/fresh-start/</p>	2

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

Budgeted cost: £13,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy-informed whole-school provision, including input from Occupational Therapists, Speech and Language Therapists and Play Therapists, working with staff and classes	<p>Therapy-informed approaches build staff capacity through audits, modelling of strategies and professional guidance, supporting pupils' regulation, communication and access to learning.</p> <p>Royal College of Occupational Therapists: https://www.rcot.co.uk/children-young-people-and-families</p> <p>Royal College of Speech and Language Therapists: https://www.rcslt.org</p>	1, 4
Investment in enrichment activities and events, including community-based learning and off-site experiences	Enrichment and real-world learning broaden life experiences, raise aspiration and support preparation for adulthood.	3

Total budgeted cost: £29,985

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Brookhaven School is a new and growing provision, having opened in 2024. As a result, pupil numbers and Pupil Premium funding have grown and fluctuated over time, meaning that spending has been carefully phased and prioritised to establish strong foundations rather than short-term interventions.

During the previous academic year, Pupil Premium funding was primarily directed towards building staff capacity and establishing high-quality provision, recognising that strong teaching, consistency of practice and informed staff are essential to improving outcomes for disadvantaged pupils over time.

Investment focused on high-quality staff training and continuing professional development (CPD) to ensure that staff are equipped with effective, evidence-informed approaches to supporting pupils academically, socially and emotionally. This included:

- Speech and Language Therapy consultancy and training, with a focus on total communication approaches
- Occupational Therapy consultancy and training, including Zones of Regulation and sensory integration strategies
- PACE training, to strengthen relational and trauma-aware practice
- Implementation of the Thrive Approach, supporting staff to better understand and respond to pupils' emotional and social development needs

In addition, teaching and learning were strengthened through regular teaching walkthroughs, supported by guidance and materials from John Catt / Hodder Education, enabling leaders to develop a shared understanding of effective practice and to support consistency across the school.

Targeted investment was also made in specialist learning resources, including the development of the school library and the purchase of high-quality books to support reading, engagement and access to learning for disadvantaged pupils.

Impact and next steps

Although formal attainment data remains limited due to the school's early stage of development, current evidence indicates:

- improved staff confidence and consistency in supporting pupils with communication, regulation and wellbeing needs
- improved engagement and readiness to learn among disadvantaged pupils
- increased access to appropriate resources that support reading and learning
- strengthened foundations for future targeted academic and therapeutic interventions

Impact has been evaluated through teaching walkthroughs, staff feedback, pupil engagement, attendance patterns and early assessment information. These findings have informed the refinement of the current Pupil Premium Strategy, with a greater emphasis on targeted academic support, therapy-informed practice and enrichment as the school continues to grow.

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
Sensory Integration Specialist Consultation	Julia Dyer
Total Communication	Seashell Trust
PACE	Virtual School
Positive behaviour	Team Teach
Teaching Walkthrus	John Catt from Hodder Education
The Thrive Approach	Thrive