

Pupil premium strategy statement – Brackenfield SEND School

School overview

Detail	Data
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	52%
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)	2024/25 – 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Trish Turner
Pupil premium lead	Tim Barker
Governor / Trustee lead	Chloe Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£110000

Part A: Pupil premium strategy plan

Statement of intent

At Brackenfield, our Pupil Premium strategy is designed to remove barriers so that all disadvantaged pupils can **belong, believe, and be brave** in their learning journey.

We align our approach with our **Core Four**:

- **Choice & Voice** – strengthening communication and self-advocacy.
- **Functionality** – embedding real-world skills for life.
- **Independence** – developing mobility, regulation, and autonomy.
- **Joy in Living** – ensuring access to enrichment, cultural capital, and play.

Our PP strategy sits within the wider **School Improvement Plan 2025/26**:

1. **Leadership Development** – Honeycomb teams track the impact of PP on communication, sensory, mobility, and independence.
2. **Deep Learning QA & CPL** – PP funding supports CPL, supervision, and QA cycles to ensure interventions are embedded and evidence-based.
3. **Developing Play (OPAL)** – PP-funded inclusive play, sensory spaces, and breakfast provision enhance wellbeing and learning readiness.

We recognise that for our pupils, barriers to progress are rooted in **communication, cognition, physical, and sensory needs** rather than socio-economic factors alone. Our strategy therefore targets these areas directly, while ensuring equitable access to enrichment, cultural capital, and family engagement.

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Challenges

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

Challenge number	Detail of challenge
1	Pupils face significant challenges around communication (non-verbal, limited expressive/receptive language, AAC reliance).
2	Sensory regulation and emotional needs impact engagement, leading to disrupted learning and reduced readiness to access the curriculum.

3	Increasing proportion of pupils present with complex physical/mobility needs, requiring adapted environments and specialist equipment.
4	Attendance and family engagement: Pupils with high levels of medical or sensory need may have reduced attendance and family engagement. Strengthening relationships and consistent communication between home and school remain key priorities.

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
Access to extended SaLT support to enhance communication.	Increased use of AAC and vocalisations observed across settings. SaLT data shows measurable gains in expressive/receptive communication.
Access to internal OT-led sensory regulation provision.	Observations and assessments show improved regulation, fewer behaviour incidents disrupting learning, and increased engagement.
Access to mobility and physical interventions.	Pupils participate in a wider range of activities due to adapted play/equipment. Improved independence in mobility recorded through PCP targets.
Whole-school inclusive play and enrichment.	All disadvantaged pupils access outdoor play, breakfast club, and cultural capital activities. Evidence for Learning and pupil/parent voice reflect increased engagement and joy.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Integration Training for OT staff; cascaded into staff CPL.	<i>(EEF: High-quality professional development has a positive impact on pupil outcomes.)</i>	2
Moving & Handling – Train the Trainer provision.	<i>(EEF: Training staff in evidence-based practice improves access and independence for pupils.)</i>	3
OT supervision for sustainable practice.	<i>(EEF: Effective professional development and supervision ensures interventions are embedded and sustained.)</i>	2

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased SaLT provision, training staff in AAC.	<ul style="list-style-type: none"> <i>(EEF: Communication and language approaches can provide up to +6 months additional progress.)</i> 	1
High-quality communication equipment and resources.	<i>(EEF: Targeted use of technology supports engagement and communication for pupils with SEND.)</i>	1
OT provision embedding sensory diets and adaptations.	<ul style="list-style-type: none"> <i>(EEF: Self-regulation and executive function interventions can provide up to +7 months additional progress.)</i> 	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club for all pupils to ensure readiness to learn.	<i>(EEF: Extending school time and breakfast provision linked to improved outcomes and engagement.)</i>	1
Accessible Outdoor Play & Mobility Equipment linked to OPAL programme.	<i>(EEF: Outdoor adventure learning approaches can add up to +4 months progress, improving resilience and wellbeing.)</i>	3
Cultural Capital & Enrichment activities (visits, music, inclusion)	<i>(EEF: Arts participation and enrichment linked to improved confidence, communication, and broader outcomes.)</i>	1

Total budgeted cost: £ 110,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024–25, 92% of pupils made expected or better progress towards their personalised outcomes (PLI/PCP data).		
Priority	Success Criteria	Impact 2024–25
Phonics & Reading	Improved fluency and comprehension.	Specialist phonics embedded; pupils engaged in structured sessions; progress noted in observations & assessments.
Maths for Life	Functional application of maths skills.	Pupils generalised skills in community settings; sustained progress observed.
Communication (SaLT)	Increased use of AAC / vocalisation.	All classes received SaLT plans & resources; staff trained in Hanen; consistent follow-up reviews.
Sensory Processing (OT)	Reduced behaviours; improved engagement.	OT supported informal classes; resources purchased; positive regulation outcomes noted, though capacity limited.
Enrichment / Independence	Increased hobbies, cultural capital, life skills.	Pupils accessed wider activities; independence and communication increased.

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
Speech & Language Therapy	NHS + Private (GI White SALT Services)

Further information (optional)

This PP strategy is embedded in Brackenfield's Honeycomb Leadership Model and Deep Learning QA cycle:

- Scoping → Deep Learning → Data-Informed Practice → ongoing QA
- Impact is regularly reviewed by SLT and governors
- Governors receive PP impact reports and undertake monitoring visits
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The strategy aligns with Ofsted's Inclusion & Achievement descriptors, ensuring that:

- Barriers are explicitly identified and addressed
- Evidence-informed strategies (EEF, OPAL) are implemented
- Disadvantaged pupils are prepared for adulthood outcomes: Independent Living, Good Health, Friends/Relationships/Community, and Employment

Approved by Governors 9th February 2026 Minute number 2012
Gemma Watts
Chair of Governors

