

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bracken Hill School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	32%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	30 <sup>th</sup> September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Richard Jackson
Pupil premium lead	Sarah Brown
Governor lead	Andy Machalski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72550

# Part A: Pupil premium strategy plan

## Statement of intent

Disadvantaged pupils at Bracken Hill School should be supported to achieve both their academic potential and to support their social and emotional well-being in line with pupils that are not disadvantaged. They should have access to targeted academic interventions where needed, led or planned by qualified teachers. They should have specialist support where needed for their emotional wellbeing in order to become resilient, engaged and independent young people who can self-regulate their own behaviour and be successful in the modern world.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations and discussions with pupils and other stakeholders show that disadvantaged pupils generally have greater challenges with their social and emotional health and well-being which affects their readiness to learn and engagement in the curriculum.
2	Our observations and analysis of behavioural incident data shows disadvantaged pupils generally have greater challenges with their behaviour and emotional regulation which affects pupils' readiness to learn and engagement in the curriculum.
3	Our assessments and observations show that all our pupils have learning difficulties which affect pupils' ability with processing information, retention and mastery of skills and knowledge, including those pupils who are disadvantaged.
4	Our assessments and observations show that disadvantaged students are likely to require additional support to develop personal skills such as feeding, personal care, movement development.
5	Our observations and discussions with families show that our disadvantaged pupils have fewer opportunities to develop cultural capital outside of school.

6	Our assessments, observations and discussions with pupils and families show that our disadvantaged students have less access to reading materials and support with reading and phonics at home to develop this skill.
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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
Improved attainment for disadvantaged pupils in all subjects, especially Maths and English relative to their starting points.	90% of Pupil Premium pupils to meet or exceed their targets. Students accessing English and Maths interventions within a half term once additional support is identified.
Students are to be supported to develop their communication skills through whole school communication and language strategies including; consistent use of Makaton, use of signs and symbols, use of communication boards.	Use of communication profiles and weekly sign and sign sessions for all explorer students. Increased use of Makaton observed across school and establishment of Makaton choir.
To improve confidence and fluency in reading by providing support for developing early reading skills, and knowledge and application of appropriate phonic strategies.	All pupil premium students to access phonics at an appropriate level. Use of a range of reading interventions to provide additional support where required. 90% of Pupil Premium pupils to meet or exceed their reading targets.
Improved social skills, mental health and well-being and resilience of Pupil Premium pupils.	90% of Pupil Premium pupils to meet or exceed their targets in SMSC. Decrease in behavioural incidents for Pupil Premium pupils across the year. Robust and supportive Behaviour and Risk Management Plans in place for these students. Positive feedback from pupil voice activities.
Improved development in children's independence in feeding, personal care, physical movement, communication and engagement in the curriculum.	Positive impact from targeted interventions with specialists such as therapists. Case studies evidencing impact on individual students.

## 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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop staff's understanding and planning for the retention of learning and development of long-term memory.	Development on long term memory and transferring these skills into the working memory are key to long term learning for pupils. <a href="https://www.sec-ed.co.uk/best-practice/the-process-of-learning-improving-how-students-learn-part-2/">https://www.sec-ed.co.uk/best-practice/the-process-of-learning-improving-how-students-learn-part-2/</a>	3
CPD for staff on the teaching of Phonics to develop a consistent whole school model of delivery.	Phonics teaching is a key element to success in the development of reading with a lot of research into the benefits of this strategy. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Other reading strategies have shown positive impacts for the development of reading such as Precision Teaching. <a href="https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf">https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf</a>	3, 6

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

Budgeted cost: £ 12 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions to boost identified areas of need and address gaps in learning.	Structured interventions can be very beneficial in progress of students. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3
Literacy leads to explore phonics programmes and embed phonics into KS3.	Phonics has a well evidenced positive impact on the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	6
Targeted reading interventions to improve reading ability and the love of reading.	Structured interventions can be very beneficial in progress of students. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	6

Embed Zones of Regulation to be used across school to support students in self-regulation.	<p>Social and emotional learning approaches have a positive impact on student progress.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Enhance staffs use and understanding of Zones of Regulation through CPD and peer mentoring.</p>	1, 3
Maintain CASY Counselling within school.	<p>Providing students safe environment to discuss issues within their life and to support self-regulation can have a positive impact on attainment and well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School programme; horse riding and play therapy;</p> <p>TA supported therapies including: Draw and Talk, ELSA targeted work in class</p>	<p>Activities such as Forest Schools that explore collaborative learning approaches can have a positive impact on pupil development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>In school therapies have a positive impact and is accessible for our pupils.</p> <p><a href="https://www.nspt4kids.com/therapy/5-benefits-of-in-clinic-and-in-school-therapy/">https://www.nspt4kids.com/therapy/5-benefits-of-in-clinic-and-in-school-therapy/</a></p>	1, 2, 5
<p>Provide support and interventions from Well-Being Assistants and Occupational Therapist to develop personal skills.</p>	<p>Individualised support for targeted areas of need has high impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 4
<p>Provide activities for development of cultural capital e.g. visiting music groups, trips, dance workshops. As well further developing the range of extra-curricular activities and external instructors to foster pupils wider interests.</p>	<p>EEF has strong evidence that activities that develop cultural capital have wide ranging positive impacts such as engagement in school and even academic progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Research shows that development of cultural capital is essential for future success.</p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	5
<p>Development and enhancement of outside</p>	<p>Opportunities for self-regulation</p>	1, 3, 4

learning spaces to provide further space for movement breaks and self-regulation.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
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**Total budgeted cost: £ 63,000**

## 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 to 2025 academic year.

Aim	Outcome							
Improved attainment for disadvantaged pupils in all subjects, especially Maths and English relative to their starting points.	In English and maths, the % of pupils meeting or exceeding their target is as follows:							
		Number of pupils	CVGP	Reading	Writing	Number	Measurement	Geometry and statistics
	KS1	Pupil Premium	0	NA	NA	NA	NA	NA
		Non-Pupil Premium	12	NA	NA	NA	NA	NA
	KS2	Pupil Premium	11				82	91
		Non-Pupil Premium	46	77	86	82	81	95
	KS3	Pupil Premium	18				61	82
		Non-Pupil Premium	33	92	90	88	94	76
	KS4	Pupil Premium	9				44	89
		Non-Pupil Premium	15	92	83	79	80	92
	KS5	Pupil Premium	3				67	75
		Non-Pupil Premium	20	91	78	78	77	95
	There are no Pupil premium students in KS1.							
	English data was recorded differently in the 2024/ 25 academic year. It is now assessed against Bracken Hill Progress Steps rather than WSP steps. To allow sufficient time for staff to baseline accurately and for targets to be suitable, this means there is no data for comparison.							

Aim	Outcome
	<p>In KS2, Pupil Premium students in number are working at a similar rate of achievement to their peers.</p> <p>In KS3, Pupil Premium students in geometry and statistics are working at a higher rate of achievement to their peers. However, they are significantly lower in number.</p> <p>In KS4, Pupil Premium students in geometry and statistics and number are working at a level below that of the non-pupil premium peers.</p> <p>IN KS5, Pupil Premium students in geometry and statistics are working slightly above that of their peers but below in measurement and number.</p>
<p>Key disadvantaged pupils who were below target in more than one core strand in July 2025 to make at least expected progress in English and Maths.</p>	<p>There was 1 pupil premium pupil who was assessed below target at the end of 2024/5 academic year in more than one strand. This has dropped by 5 students.</p>
<p>Improved social skills, mental health and well-being and resilience of Pupil Premium pupils.</p>	<p>Students at Bracken Hill School make good progress. All students have opportunity to access a variety of interventions to support their social skills and mental and emotional wellbeing. These interventions include: ELSA, Draw and Talk, Play Therapy. These interventions in addition to our curriculum offer help to all students, especially those who access pupil premium to develop resilience in all aspects of their learning.</p> <p>65% of Pupil Premium students were recorded as having a behaviour incident in 2024/25 compared with 60% of non pupil premium counterparts. All three LAC students experienced a behaviour incident.</p>

Aim	Outcome																												
	<p style="text-align: center;">Incidents Over Time - Term</p> <table border="1" style="margin-top: 10px;"> <caption>Approximate Incident Counts from Chart</caption> <thead> <tr> <th>Term</th> <th>A - Level 1</th> <th>B - Level 1</th> <th>A - Level 2</th> <th>B - Level 2</th> <th>A - Total</th> <th>B - Total</th> </tr> </thead> <tbody> <tr> <td>Autumn 2024</td> <td>400</td> <td>1000</td> <td>500</td> <td>2300</td> <td>900</td> <td>2300</td> </tr> <tr> <td>Spring 2025</td> <td>380</td> <td>950</td> <td>400</td> <td>2100</td> <td>750</td> <td>2100</td> </tr> <tr> <td>Summer 2025</td> <td>250</td> <td>500</td> <td>350</td> <td>1400</td> <td>600</td> <td>1400</td> </tr> </tbody> </table> <p><b>Key:</b></p> <p>A: Pupil Premium B: All pupils</p> <p>This data has not been normalised for population size.</p>	Term	A - Level 1	B - Level 1	A - Level 2	B - Level 2	A - Total	B - Total	Autumn 2024	400	1000	500	2300	900	2300	Spring 2025	380	950	400	2100	750	2100	Summer 2025	250	500	350	1400	600	1400
Term	A - Level 1	B - Level 1	A - Level 2	B - Level 2	A - Total	B - Total																							
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<p>Improved opportunities with disadvantaged pupils to build on cultural capital within the school day.</p>	<p>We continue to offer a wide range of curriculum enrichment activities to develop our student's cultural capital. The opportunities we have provided for disadvantaged students this year include but are not limited to:</p> <ul style="list-style-type: none"> <li>• After School Clubs</li> <li>• Forest School</li> <li>• Residentials KS2, 3, 4 and 5</li> <li>• Horse Riding</li> <li>• Curriculum days</li> <li>• Careers experiences</li> <li>• Sports week</li> </ul> <p>We will continue to review the breadth and balance of our provision next year.</p>																												