

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Brook Academy
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-25. This is a one-year plan due to a planned increase in PAN for next academic year and need and numbers are yet unknown
Date this statement was published	April 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Kay Sarpong, Principal
Pupil premium lead	Kay Sarpong
Governor / Trustee lead	Gus Grimshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19.665
Recovery premium funding allocation this academic year	£17.664
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	£37.329

## Part A: Pupil premium strategy plan

### Statement of intent

Brook Academy is a specialist day school that provides education for boys and girls who have an EHCP based on an SEMH/SCLN diagnosis of need. We currently have 64 pupils on roll, boys, and girls, with currently 70% of the school cohort (45 pupils) eligible for pupil premium. Brook is a relatively new school developing new systems and processes under a new Academy Trust to enable us to embed a culture of high expectations, developing staff through CPD to create an innovative curriculum focused on meeting need and making impact to every learner.

Brook Academy is on a journey of improvement and has a project development plan written into the SEF/AIP of the school, with a focus on Quality of Education (SEND/Meeting Need) Behaviour and Attitudes (Culture), Personal Development (Empowerment, Self-Agency) and Leadership and Management.

Our aim is to ensure that our disadvantaged pupils have the same opportunities, support, challenge and ambition as our non-disadvantaged pupils so that their potential is realised and nobody is left behind. All staff are dedicated to ensuring that the gap in attainment and achievement closes for these pupils and that the school continues to promote a fully inclusive ethos.

We encourage our pupils to embrace the school values of equity, resilience and togetherness to ensure that they are thriving in all that they do and to establish the mindset of success. Our disadvantaged pupils should therefore achieve at least in line with our non-disadvantaged pupils.

Our strategy is to ensure that pupils have access to quality first teaching in a broad and balanced curriculum. A review of our curriculum has highlighted areas for development, and a focus on these will reduce barriers to achievement. We have also given additional focus on engaging with families to support their child's learning and ensuring that they have all of the resources and support they need.

We are also encouraging pupils to develop their cultural capital and to take part in many of the enrichment activities and trips that allow them to develop their social, emotional and mental wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> Pupils who are eligible for pupil premium fall below the national average for attendance. Our attendance for these pupils is 64.4%, compared to a whole school attendance of 67.8%. Only 16 pupils who are Pupil premium have 90% or above attendance. As all the pupils who attend the school have a primary need of SEMH or C&I, lower attendance leads to poor social skills, a reduced sense of belonging and loss of opportunity.
2	<b>Reading ages</b> Reading ages of our disadvantaged pupils and engagement in reading typically falls below that of their chronological age. 33% of pupil premium young people are above their chronological age, and 47% are below; 20% are currently unrecorded. The reading ages of our disadvantaged pupils is on average 1 year and 2 months below chronological age.
3	<b>Resilience</b> Anecdotally, our disadvantaged students demonstrate reduced resilience, self-worth and wellbeing. The school is working on the most effective and appropriate way to record this information formally. Research attributed to mind.com suggests that pupils who come from a low-income bracket were 4.5 times likely to experience severe mental health.
4	<b>Cultural capital and independence</b> Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. All pupil premium young people are transported to school by the local authority, resulting in limited opportunities to develop independence in this area. A limited number of pupils attend an activity or belong to a club outside of school.
5	<b>Outcomes</b> Nationally it has been reported that historically disadvantaged students have performed below non-disadvantaged students. Our school lies in a town with high pockets of area deprivation, which can impact our learners. 49% (22/45 pupils) who receive pupil premium live in the top 3 areas of deprivation.

## 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 attendance	All Pupil Premium pupils are actively engaging with the school community at Brook, engaging in lessons and working with staff daily. Where there are challenges, pupils and families are supported through early intervention such as tutor calls, pastoral support, home visits, family liaison, outside agency involvement such as the EHCP case holders or Early Help.
Improved reading ages	<p>Pupil Premium pupils will make accelerated progress in targeted intervention work. Pupils will be identified using their current literacy levels and will receive additional 1:1 and small group intervention through their teacher, TA, other key adult or specialist teacher to close the gap.</p> <p>Increase in reading age by at least 1 year per academic year, and over 50% of students have a reading age in line with their chronological age.</p>
Development of pupil resilience	Reduction in numbers of pupils out of planned sessions, decrease in episodes of dysregulation, increase in pupil attainment, accelerated progress in targeted intervention work.
Development of cultural capital and independence	Pupils have access to opportunities to enhance their knowledge, skills, and experiences so they are able to navigate society, be socially aware and engage with their community, gain exposure to different cultures and creative activities, make a positive contribution to society whilst also improving their life chances.
Outcomes	Pupils make progress in their learning, evidenced by assessments and qualifications. Year 11 pupils are able to access meaningful post-16 education.

## 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.

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

Budgeted cost: £17,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support for literacy across the Curriculum to co-ordinate and deliver whole school literacy intervention work. The average reading age for GCSE papers is over 16 years and the national literacy trust reports learning loss in reading for secondary-aged pupils eligible for free school meals actually increased over the academic year 2020-21. EEF study shows that reading comprehension strategies can increase progress by 6 months.	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  EEF student reports that small group intervention is effective and can increase progress by 4 months.	2
Literacy resources and CPD for staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2

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

Budgeted cost: £19,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
A pastoral member of staff to have dedicated time as family support, to work with students and parents to improve attendance to school and engagement.	Improving school attendance report from the DfE provides strategies used by s that supports attendance. EEF also finds that improving parental engagement can increase progress by 4 months and there is high impacts for pupils with low prior attainment.	
Introduction of one trained ELSA to support the emotional development and regulation of pupils. Recruitment of new Teaching Assistants to give additional support to students in both lessons and within pastoral areas.	<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>  <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  <a href="https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF">https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF</a>	1, 3, 4, 5
Continuation of Breakfast Club across the school to ensure pupils have a healthy meal and the opportunity to eat together in class groups, and be prepared for the day ahead.	<a href="https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/">https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/</a>  <a href="https://www.eatright.org/food/nutrition/healthy-eating/5-reasons-your-teen-needs-breakfast">https://www.eatright.org/food/nutrition/healthy-eating/5-reasons-your-teen-needs-breakfast</a>  <a href="https://www.cambridge.org/core/journals/nutrition-research-reviews/article/systematic-review-of-the-effect-of-breakfast-on-the-cognitive-performance-of-children-and-adolescents/82FE2D456F27AB7FBB1BC58BB146D1A8">https://www.cambridge.org/core/journals/nutrition-research-reviews/article/systematic-review-of-the-effect-of-breakfast-on-the-cognitive-performance-of-children-and-adolescents/82FE2D456F27AB7FBB1BC58BB146D1A8</a>	1, 3, 4, 5
Providing resources to effectively use sensory regulation spaces to enable pupils to self-regulate or co-regulate when heightened.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</a>  <a href="https://nationalautismresources.com/school-sensory-rooms/">https://nationalautismresources.com/school-sensory-rooms/</a>	1, 3, 4, 5
Pastoral Support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <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>	1, 3, 4, 5



Trips and enrichment activities to support students' development of cultural capital.	The Sutton Trust found that 'young people from professional households were much more likely to take part in extracurricular activities. 84% of those in social group A (non-DA) reported participation in at least one after school activity or class, compared to 45% in group D (DA). This reflects cultural capital, but also financial resources in the home, as those in lower social groups were more likely to take part in activities that didn't need to be paid for'.	4
CPD for staff to ensure high quality teaching and learning in the classroom.	Evidence from the EEF suggests that students such benefit from high quality teaching techniques such as metacognition, reading comprehension and interventions to support literacy and numeracy.	5
Area deprivation indicator.	<a href="#">Index of Multiple Deprivation (IMD)   CDRC Data</a>	

**Total budgeted cost: £37,329**

# 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.

Pupil attendance remained below national average, and persistently absent (below 90%).

Pupils embraced the support to challenge their ability to read and develop their oracy, literacy skills through regular interventions.

Pupils are increasingly able to remain in their class room, and where they are not, are learning to use strategies to support their emotional regulation.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Further information (optional)

The pupil premium strategy at Brook is part of a school wide strategy to manage increased numbers and need across the school during a period of rapid growth in PAN. The emphasis within the school is on appropriately targeting intervention work and implementing systems for measuring impact to ensure practice is effective and cost efficient.

Once numbers and cohort demographic are known for 2025-26 the impact data from this year will be used to plan next years' strategy. It is expected to continue to have similar foci to 2024/25 as the pupil's school experiences, gaps in learning and backgrounds share similarities and therefore common challenges, with specific strategies and tactics with reviewed systems of impact.