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	Brantridge School
Number of pupils in school	79 (72 at census)
Proportion (%) of pupil premium eligible pupils	40.3%- (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dafydd Roberts Principal
Pupil premium lead	Danielle Harry Vice Principal
Governor / Trustee lead	Michael Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43935
NTP funding allocation this academic year	n/a
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	£43935

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our targets are:

- To raise the attainment and progress of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths as a result of regression stemming from difficulties related to transition
- To raise the attainment and progress of more able pupils at risk of underachievement in Reading, Writing and Maths
- To increase engagement and participation of those pupils/families who are financially disadvantaged or vulnerable whether or not they qualify for Free School Meals

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Attendance
- Social opportunities

External Barriers:

- Overall attendance of PP pupils is less than non PP children
- Parents own literacy levels can be low, meaning the support they can offer with homework and school work may be limited.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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	Many of our pupils have been excluded from their previous schools or been isolated away from their peers this has led to them having a negative view of schools and leads to behavioural and attendance issues.
2	Our assessments using the PASS survey show that they have poor self-worth, self-confidence, self-regard; this leads to pupils believing they have nothing worth writing or are not clever and therefore refuse to commit to print.
3	Many of our pupils have missed or had disrupted schooling (including COVID) leading to: Poor phonological awareness Gaps in knowledge Poor attendance
4	Our assessments, observations and discussions with disadvantaged pupils show that many have memory or processing difficulties
5	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
6	Our assessments, observations and discussions with disadvantaged pupils show that many have signs of dyslexia
7	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.

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
Progress for PPG children in reading, writing, phonics and maths will on average be higher than non PPG children so that the attainment gap in reading writing and maths begins to close (Diminish the difference)	Other than children with Special Educational Disability needs, an increased percentage of PP children will meet National expectations in reading writing and maths
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Increased attendance of targeted PP children	All PP will achieve and maintain an attendance rate of 92%.

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: £5015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue of an active learning Teaching and Learning Responsibility lead to develop and improve teaching across the school in line with DfE guidance. The lead will engage in research and will develop the quality of teaching through CPD.	Active learning is an approach which gets your students more involved and engaged in their learning. Research shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks. For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching. https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/active-learning Active learning helps students to develop their collaborative skills. Students will learn to take risks and build self-confidence. Students will gain motivation as they prepare ahead of time. Active learning can boost creative thinking skills. Lilli Nielsen, 1993, SIKON: *Early Learning – Step by Step*.	1, 2
Creation of an English project by the English lead to develop and improve teaching of Hanwriting across the school in line with DfE guidance. The lead will engage in research and work with local schools to develop the quality of teaching through CPD and project implementation.	The writing framework After many years supporting children with poor handwriting skills, Kim identified three common characteristics in children who struggle with their writing. The first was they often started their letters in the incorrect position. This can reduce writing fluency and add to letter orientation confusion. Secondly, they frequently segmented their letters. Segmentation means that draw letters in parts, rather than in one continuous motion. For example, they might draw they body of an 'r' then go back and add the little bit on the top left. This	1,2,3

	also reduces writing fluency and speed. It can sometimes make writing difficult to read. Finally, children often had very poor sizing and placement of letters on the line. So, their 'j' might sit up on the line rather than go underneath it. Or, their 's' and their 'h' might be the same size and often they would omit spaces between words. These errors make writing more difficult to read in the long term. Kim has created the Write Rules programme to help teachers teach handwriting correctly at the start. Implementation Write rules program Write Rules: The Complete Handwriting Programme for Reception	
CPD for teaching staff on Therapeutic approach and go for the therapeutic schools award	TPConline.co.uk	1, 3
Embedding the use of Minecraft education	Minecraft Education can be a powerful tool for pupils with Special Educational Needs (SEN) because it combines creativity, engagement, and accessibility. Here are some key benefits: **1. Inclusive and Accessible Learning** • **Customizable environments** allow teachers to adapt tasks to different ability levels. • Features like **Immersive Reader** and adjustable settings support pupils with dyslexia, ADHD, or processing difficulties. **2. Promotes Engagement and Motivation** • Game-based learning is highly motivating for pupils who may struggle with traditional methods. • The interactive and visual nature of Minecraft helps sustain attention and reduce anxiety around learning. **3. Supports Social and Emotional Development** • Collaborative projects encourage	3

	teamwork, communication, and problem-solving in a safe environment. • Pupils can practice social skills through structured group activities without real-world pressure. **4. Enhances Creativity and Self-Expression** • Pupils can design and build worlds, expressing ideas visually rather than relying solely on text. • This is particularly helpful for those with language or communication challenges. **5. Builds Cognitive and Executive Function Skills** • Activities in Minecraft develop **planning, sequencing, and critical thinking**. • Problem-solving tasks help strengthen resilience and adaptability. **6. Cross-Curricular Learning** • Minecraft Education includes lessons in **maths, science, history, and coding**, making learning more interactive. • SEN pupils benefit from multi-sensory approaches that combine visual, auditory, and kinesthetic elements. **7. Safe Environment for Risk-Taking** • Pupils can experiment and make mistakes without fear of failure, which builds confidence.	
Individualised CPD for staff through the National College	All staff start with varying skills and knowledge. Individualised and targeted CPD can enhance staffs skills.	7

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

Budgeted cost: £23407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation	Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the	1,

of online programs for English and maths *(Maths shed and monster phonics and Nessy)*	students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose. MathShed includes: Mastery teaching slides following White Rose and taking a whole-class, no worksheets approach. A wide range of maths skills categories including number-bonds and times-tables. An online game, which gives access to our platform on all current desktop, laptop, tablet and mobile devices. A teacher hub, which allows simple management of student records, teachers and classes. Local authority studies found: The results showed that children spelt 38% more words containing previously taught graphemes correctly after 5 weeks of Monster Phonics. Nessy believes in the inclusiveness of education by using an *individualized* approach. Historically it has been difficult for one teacher to meet the individual needs of every student in a large classroom. Technology has now made this possible. Using Nessy, children follow their own, personalized learning path, just learning what they need. **Understanding Beats Memorization** The whole class and whole language approach to teaching relies heavily on memorization, but this leaves up to 20% of children behind. *'66% of American 4th graders read below proficient level'* National Center for Education Statistics (NAEP) http://nces.ed.gov/nationsreportcard/ Putting in more practice where there is no understanding, does not help children who have fallen behind, it just reinforces their belief that they can't succeed. Nessy videos explain the rules that develop understanding. Animated strategies enhance memory. All children should have an equal chance at effective education. Getting the foundational skills needed for life, enables them to read independently. Using Structured Literacy, almost all children can be taught to read and most children can learn to read very well. **We Follow the Science** The Nessy platform is updated as academic research is published. We don't believe in pseudo cures that don't have evidence to support the claims. The time available for learning is precious and should not be wasted. **Success comes in small steps** Every resource is sequenced so the student is not expected to know anything that has not yet been taught. ***From phonics to fluency***	3,4,6

	Nessy uses a highly structured, sequential, cumulative and systematic synthetic phonics based learning program that progresses to fluency.	
Enhancing the resources available to support teachers in planning engaging and active lessons	Active learning is an approach which gets your students more involved and engaged in their learning. Research shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks. For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching. https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/active-learning Active learning helps students to develop their collaborative skills. Students will learn to take risks and build self-confidence. Students will gain motivation as they prepare ahead of time. Active learning can boost creative thinking skills. Lilli Nielsen, 1993, SIKON: *Early Learning – Step by Step*. Purchase Kapow to support Teacher's planning and schemes of work. Login | Account access | Kapow Primary	3
Continue 1:1 music tuition in piano	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf This document shows the benefits of music including: Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not34. Greatest improvement was seen when teaching was tailored to pupils' existing skills and abilities – for example if reading and language skills are of a high standard initially, more advanced musical education may be needed to have an impact on it35. There is also evidence that music education can have a significant effect on the reading ability of pupils who had been experiencing difficulties, particularly teaching associated with rhythm. In addition, studies have shown that music instruction improved pupils' ability to remember words and so improve their vocabulary, and also enhance language development. Sylvain Moreno et al, Short-Term Music Training Enhances Verbal Intelligence and Executive Function, Psychological Science, September 2011,	2
Invest in tools to diagnose pupils areas of need and train staff in these areas	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf Typically, teachers, especially secondary school teachers, receive minimal information on SEND as part of their initial teacher training. This knowledge is often something that comes informally, piecemeal and from experience. There are some good reasons for 15 that: children and young people with SEND show a huge variety of individual needs, and it is not normally useful to assume that 'all' those with a particular need will require the same type of support. Mitchell (2014) suggests rather that: "my strong advice to you is that you should develop a repertoire of such strategies nested within your own philosophy…professional wisdom, and above all knowledge of the characteristics and needs of your students".	4,5,6

	Attention Deficit Hyperactivity Disorder (ADHD) is a common reason for referral to Child and Adolescent Mental Health Services (CAMHS), but families experience long delays between first professional contact and diagnosis, which risks development of secondary impairments. Conclusions The use of standardised diagnostic assessments could reduce diagnostic uncertainty and increase access to evidence-based interven- tions. https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/camh.12285	
1:1 targeted interventions	The benefits of one-to-one tuition: 1. The tutor has the opportunity to focus on the specific subjects and areas that your child may be struggling with. At school, a teacher can only give limited individual attention to each student, as there is limited classroom time available and the requirement for the teacher to meet the needs of the whole teaching group. 2. There are fewer distractions if your child is learning in a home setting, with little noise or distractions from classmates, which can often impact your child's concentration and performance. 3. A tutor can quickly gauge the current achievement, future potential and learning style of your child and will be able to adapt their teaching to this to bring the greatest benefit. 4. A tutor can provide academic challenge for your child if they do not find this at their school. This can enthuse and invigorate learning and enjoyment for a particular subject, infecting other areas of their school life.	1, 2, 3, 4

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

Budgeted cost: £15513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the animal provision within the school.	www.bluecross.org.uk Research shows that pets can help to build children's empathy, responsibility and life skills, so it's not surprising that many schools look into keeping animals. But before you opt to get a school pet, do plenty of research to make sure you can give them all the care they need. In many cases, choosing a visiting pet scheme instead may be a better idea. Benefits of school pets Having animals to care for ties in with the school curriculum of emotional and social needs – empathy, care, love, compassion, understanding, commitment and	1,5,7

	building confidence Pets can encourage a child's learning needs, especially in reading, communication, observation and speaking. This is a useful tool when teaching all children but can be particularly helpful for those with special educational needs (SEN). They can help children with behavioural needs as time with the pets can be used as a reward For many children, it will be their only contact with a pet as they don't have them at home.	
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. The Cubbie was purchased last year and has a yearly license to be renewed. This provides an OT supplied program for up to 15 mins per day. It can also be used on an adhoc basis. Homepage | Cubbie	4,5
Enhancing the trips and experiences available to disadvantaged children	Sometimes, the best way to get the most out of the classroom is to leave it and take learning outside. Outdoor learning can make for happier, healthier, well-rounded students – particularly for those with special educational needs (SEN). https://www.theguardian.com/teacher-network/2016/may/01/nature-nurture-pupils-special-educational-needs-outdoor-education Educational trips offer a multitude of benefits for pupils of all abilities. They help motivate, raise attainment and expose students to new experiences. They can be especially valuable to pupils who are hard to reach or who do not respond well to traditional teaching methods, for whatever reason. Children with SEN or disabilities often learn best through doing; educational trips provide pupils with real life experiences and help them develop the necessary skills to enable them to lead an independent or semi-independent life in adulthood. https://senmagazine.co.uk/content/education/school-trips/7850/school-trips-for-all/	7
Providing psychological support and	Attention Deficit Hyperactivity Disorder (ADHD) is a common reason for referral to Child and Adolescent Mental Health Services (CAMHS), but families experience long delays between first professional contact and diagnosis, which risks development of secondary impairments. Conclusions The use of standardised diagnostic assessments could reduce diagnostic uncer-	1,2,5

assessment for disadvantaged pupils who require a diagnosis to access accurate support	tainty and increase access to evidence-based interventions. https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/camh.12285 Counselling offers children and young people a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they may have and to build their confidence and self-esteem. https://changingpathways.org/therapy-counselling/children-and-young-peoples-counselling/#:~:text=Counselling%20offers%20children%20and%20young,their%20confidence%20and%20self%2Desteem. We are looking at ways that BEACON house may be able to support this as well as using My Happy Mind.	
Enhancing the outdoor space by creating a sensory garden available for PP learners with enhanced sensory needs, including autism.	Sensory gardens have a vast range of benefits and are a perfect way to improve the sensory development of autism sufferers. Autism is a developmental disability that impairs social interaction, communication, and behaviour. Sufferers find it hard to understand the emotions of others, and often have delayed language development. It is common for individuals with autism to suffer from a variety of cognitive, learning, emotional, and behaviour problems. There is no cure for autism, but speech and language therapy, occupational therapy, educational support, sensory aids and a number of autism interventions are available to help sufferers and improve their way of life. https://www.experia.co.uk/blog/designing-sensory-gardens-autism/	1,2,3, 4,5
Purchase new tables and chairs that fit with the therapeutic approach and OT needs	Selecting the right chairs and tables in a therapeutic school setting is crucial because the physical environment directly impacts pupils' comfort, regulation, and ability to engage in learning. Here's why it matters: **1. Supports Sensory Regulation** • Pupils with SEN often have sensory processing differences. Furniture that is **ergonomic and adjustable** helps reduce discomfort and overstimulation. • Options like **soft seating, wobble chairs, or cushions** can provide sensory input that aids focus and calmness. **2. Promotes Emotional Safety and Wellbeing** • Comfortable, appropriately sized furniture creates a sense of security and belonging. • Therapeutic approaches emphasize environments that feel **non-threatening and nurturing**, which starts with the physical setup. **3. Encourages Positive Posture and Physical Health**	5, 7

	• Poorly chosen chairs and tables can lead to strain, fatigue, and distraction. • Correct height and support help pupils maintain posture, reducing stress and improving attention. **4. Facilitates Flexible Learning Spaces** • Therapeutic schools often use **zones for calming, group work, and individual tasks**. Furniture that is lightweight or modular supports this flexibility. • Pupils can choose spaces that meet their emotional and sensory needs, fostering autonomy. **5. Enhances Engagement and Focus** • When pupils are physically comfortable, they are better able to concentrate and participate. • Adjustable furniture accommodates diverse needs, including wheelchair users or pupils with physical disabilities. **6. Reinforces the Therapeutic Approach** • The environment communicates values: calm colors, soft textures, and appropriate furniture signal safety and care. • It aligns with trauma-informed principles by reducing triggers and promoting regulation.	

Total budgeted cost: £43935

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.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Mathshed: The assignments option within Maths shed has allowed staff to be more confident in pupils abilities and has allowed them to target errors. 40.2% of pupils finished the year at or above their targets. 36% of pupil premium pupils were at or above their targets.

Readingeggs: 48% of pupil premium pupils were at or above their reading target. 152 lessons were completed in reading eggs and 157 books read. 80.7 hours were spent engaged in reading eggs. On average there was 3 Lexile's of growth. On Average fluency improved by 14.5 Words per minute.

Monster phonics: moved from 24 to 35 pupils (6 of these 11 pupils were Pupils premium) knowing all 125 phonic sounds. PP pupils made on average 31.52 sounds. 11 PP pupils are off phonics from 5 in September.

GL assessments: This provided dyslexia screening to allow us to identify further support for struggling pupils. We then did visual stress tests with them and provided them with the correct resources to support their reading. Some pupils found this assessment difficult to access so we are moving to Nessy this year.

Tapestry: Tapestry has been very successful. **6717** have been created by staff. 181 observations were created by parents for staff to view. 541 were commented on by either staff or parents.

Counselling/ art therapy: 10 pupils accessed counselling or art therapy.

Piano lessons: 12 pupils accessed weekly 1:1 piano lessons.

We increased the technology within the school including the purchase of more Ipads to support the use of Tapestry, Mathshed and Reading eggs as well as other educational apps. This has improved engagement as well as the staff ability to evidence pupils learning in different ways.

Widgit was renewed to support pupils understanding and processing through using symbols and visuals.

Continuing the therapeutic approach through training from Beacon House on Attachment needs and strategies.

Animals were introduced (chickens, guinea pigs and rabbits) and 8 further gardening beds created. Classes now have 2 sessions a week of gardening and animal sessions.

All classes went on lots of class trips including going to Brighton Museum, Sealife centre, Weald and Down museum, Bluebell railway, Volks museum and local National trust centres. These trips provide

the pupils with opportunities to learn in a different setting as well as having a positive impact on their emotional wellbeing. We also invested in MyHappymind to support mental health and wellbeing. Each class has 1 session per week on this.

Show Racism the Red card came in to do a session with our oldest classes.

The school purchased resources for the therapy room as well as for each classroom including chewy necklaces, ear defenders, hammocks, weighted toys and fidget accessories. These help the children to regulate.

We trained a therapy dog to support the children. Unfortunately, the dog passed away before he could be used within the school.

Each class was given a budget to purchase specific resources for their class.

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

Art therapy

SALT support

Occupational therapy and resources

Outdoor learning

Offsite PE provision

1:1 interventions for dyslexia/ literacy support

Pupil support

Access to laptops and Ipads

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.