

This statement outlines Brunel School’s use of pupil premium funding. This funding is to help improve the attainment of our disadvantaged pupils.

It outlined our strategy, how we intend to use and spend the funding over the next three years and the outcomes for our disadvantaged pupils last academic year.

The current eligibility of pupils for pupil premium is approximately 80% of roll.

School Overview	Data
Number of pupils in school currently	62 (updated Dec 2025)
Proportion of pupil premium eligibility	76%
The academic years to which this statement refers	2024/25, 2025/26 and 2026/27
Date this statement was published	18/10/24
Date of review	July 2026
Statement authorized by	Vikki Alden (Headteacher)
Pupil Premium Lead	Vikki Alden (Headteacher)
Governor/trustee lead	tbc

Funding Overview	Data
Pupil Premium funding allocation this academic year	£50,000 (academic year 25-26)
Recovery premium funding allocation this academic year	
Any PP carried forward from last year	£0
Total budget this academic year	£50,000 (academic year 25-26)

## **PART 1 – Strategy Plan**

### **Statement of Intent**

We want all our pupils to maximize their potential, socially, academically and emotionally, and for them to have aspiration and a curiosity for lifelong learning. As a social emotional mental health specialist school, much of our funding will be directed towards a targeted therapeutic approach to meeting social and emotional wellbeing needs, removing barriers to being prepared for adulthood and post 16 opportunities.



We are committed to best value processes to ensure the premium is effectively and efficiently used to meet these aims. We will meet our pupil premium aims by the following means.

## Contextual Challenges

We have identified some common challenges to achievement amongst our cohort of disadvantaged pupils. This analysis also highlights that 100 percent of our cohort of disadvantaged pupils have at least one vulnerability from the following list:-

Vulnerability	Narrative
1	<p><b>Diagnosed SEND – 100%</b></p> <p>All of our pupil premium children have special educational needs and an EHCP as Brunel is a special school. This leaves 100% of our pupils more vulnerable to underachievement than their mainstream peers.</p>
2	<p><b>ACES – Adverse Childhood Experiences</b></p> <p>16% of our children have at least 1 ACE identified on their EHCP. A significant number were vulnerable to or developed mental health disorder during and immediately following the pandemic and the ensuing social risks (such as cost of living increases). Every child at Brunel School has been placed due to Social Emotional and Mental Health needs, as outlined in their EHCP's.</p>
3	<p><b>Safeguarding Profiles</b></p> <p>Currently 66% of PP children have safeguarding concern. A large percentage of our PP children have accessed Early Help, Child In Need or Child Protection Support. This percentage currently sits at 27% Training costs for enhanced safeguarding training is high to ensure that the team are able to support and respond to contextual challenges.</p>
4	<p><b>Communication and Interaction</b></p> <p>An overwhelming majority of our disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. There is a high need for SALT and the associated training for this. This delay means that we see it transferring into Reading abilities. Many of our children have a reading age lower than biological age due to periods of time out of education for reasons of anxiety and or suspensions and exclusions. Decoding gaps are wide, which requires specialist intervention support. Secondary neurodiverse conditions for a large number of children require specialist support in communication and interaction over and above ordinarily available provision.</p>
5	<p><b>Achievement across wider curriculum</b></p> <p>Disadvantaged pupils do not achieve in line with their peers across the curriculum. It is necessary to enrich their experiences socially, culturally our families struggle to provide enrichment to a child's life. This involves both enrichment trips and visits and also visitors and</p>



	partners to the school to enhance opportunities. We also seek to support their natural interests and talents.
6	<p><b>Attendance</b></p> <p>The school has historically (during a time of crisis) had very poor attendance and extremely high levels of persistent absence. Whilst the school is on a rapid improvement journey, great emphasis has been placed on creating engagement within the cohort (creating “botherdness”) and building the desire to attend due to high quality of offer. A creative and intensive focus on making everybody responsible for attendance, the school’s position with regards to attendance has greatly improved. This requires sustained and bespoke 1:1 focus to build and sustain.</p>
7	<p><b>Trauma</b></p> <p>A significant proportion of our cohort have suffered significant trauma in their early years and present with developmental delay. There has also been many incidents of Domestic Violence witnessed by our children. The training support for staff around supporting trauma and the specialist skills required on the team has a significant cost implication to ensure that therapeutic provision is of the best quality. Interventions are provided on both a one to one and small group basis.</p>

## Intended Outcomes

These outcomes are those intended by the end of the current strategy plan. Highlighted below is how we will measure whether they have been achieved. These outcomes refer directly to targets in relation to our PP children.

Intended Outcome	Success criteria
The progress of PP children is high across the curriculum, including social and emotional progress	<p>Data will indicate that our PP children’s progress in English and Maths is better than average in comparison to their peers in specialist SEND settings.</p> <p>PP pupils can perform at least in line with non-disadvantaged pupils (attainment/progress)</p> <p>Our internal data indicates PP pupils are achieving well in comparison with their non-disadvantaged peers</p> <p>There is evidence of successful closure of gaps for all PP pupils.</p>



To invest in the Fresh Start phonics programme to provide all pupils with resources that enable them To utilize high quality CPD opportunities to ensure teachers have strong subject knowledge and are able to deliver a good quality of education	Pupils meet speech and language targets and age appropriate oracy. Pupils demonstrate accelerated progress in phonics Pupils demonstrate accelerated progress with their reading, including comprehension
Development of a wider than ordinarily available programme of SEMH strategies to support PP pupils. Development of the Prosper Programme therapeutic provision as ordinarily available.	Behaviour logs, ISP's and observation data indicate improvement in positive choices and engagement in learning. Case studies reflect this progress SEMH EHCP targets are met
To build a KS3 curriculum provision that meets nurture needs for those transitioning into Brunel from EOTAS or PRU. A discovery zone area for child initiated learning Training for 2 X staff for Nurture approaches	Behaviour logs, ISP's and observation data indicates improvement in positive choices and engagement in learning. Case studies reflect this progress. Attendance increases for these children from levels in previous setting
To improve the attendance of PP children. This will include transition work with previous settings, work in the family home and wider breakfast provision for a positive arrival.	PP attendance is at least in line with non-disadvantaged pupils.
Implementation of the Unit Award scheme	Pupils build self esteem and confidence and celebrate small steps in academic progress
Ongoing training and accreditation of Trauma Informed Schools staff (2 X)	Staff are confident in understand the impact of trauma and the associated strategies for supporting pupils with trauma and ACES
Assistant Head and DSL to complete NPQLBC	A behaviour curriculum is built and aligns with schools vision and values.

#### Planned Activities during the academic year

#### Teaching – CPD and staff retention Budgeted cost – £10,000

ACTIVITY	Evidence supporting strategy	Challenges addressed
Purchase of all Fresh start materials and 2 X staff training	EEF – targeted phonics has +5 months impact	1, 4 and 5
English subject lead given leadership time to monitor impact and support staff	Extensive evidence that explicit phonics is an key component in developing	



interventions and monitor impact	early readings skills for those pupils with wide gaps	
Sourcing of sequenced rapid reading schemes to support comprehension as well as decoding	Phonics improves reading but not necessarily comprehension	
Staff CPD on chosen PSHE programme, particularly around Mental Health, sex and relationships and digital safety, Release time for PSHE and careers lead.	EEF toolkit – effective scheme increases social and emotional skills and academic performance, attitudes to learning and improved relationships with peers and staff	1, 2 and 3

Targeted Support – tutoring one to one and Prosper Programme interventions

Budgeted cost - £15,000

Activity	Evidence	Challenge number
Widen ELSA team on site and associated supervision costs	ELSA impact evidences more resilience around self-regulation and recognition of physical and emotional changes that can be pro-actively de-escalated before crisis	1, 2 5
Widen Propser Programme to include 2 lego therapy practitioners	As above	As above
Training for extended first aider 3 day course to support the outdoor education programme and team Activities can where appropriate support EHCP SEMH targets	Potential impact is +7months in self regulation	
Train SENCO in Sensory Circuits and embed in wider provision as ordinarily available. Provide Leadership time to cascade this piece of work	SIT team within trust evidence improved levels of self-regulation and engagement in learning	1,2



Wider Strategies – Attendance and Wellbeing		
Budgeted cost £12,000		
Activity	Evidence	Challenge number
Staff CPD on School Based anxiety	Extensive evidence around building positive home school partnerships Faster transition from virtual learning at home to PTT	2,3,4,5,6
Purchase of 1 seat on EdCLASS and training of Edclass administrator	Gaps are closed and some assessment can be undertaken to plan next steps for those pupils with anxiety for attending on site. Parental engagement average of 4+months additional progress	3 and 6
Purchase of 5 X laptops for virtual Edclass pupils		
Staff wellbeing initiatives, including dedicated wellbeing inset day to support retention and resilience of the team	Consistency of staff team builds positive relationships and parental engagement. A healthy team means healthy relationships	
Purchase of Prosper Programme celebration basket items and care packs	Self esteem of pupils is supported	
Whole school external CPD on Restorative Practice	Relational approaches are an evidence based part of Trauma Informed Practice	

## Review of Previous Academic Year

### Outcomes for Disadvantaged pupils

#### Monitoring activities have included:

Pupil Progress meetings (Social and Emotional Growth Profile)

Data analysis (Class charts, Arbor, Attendance and 5 KPI indicators including Team Teach incidents)

Learning Walks



Lesson observations

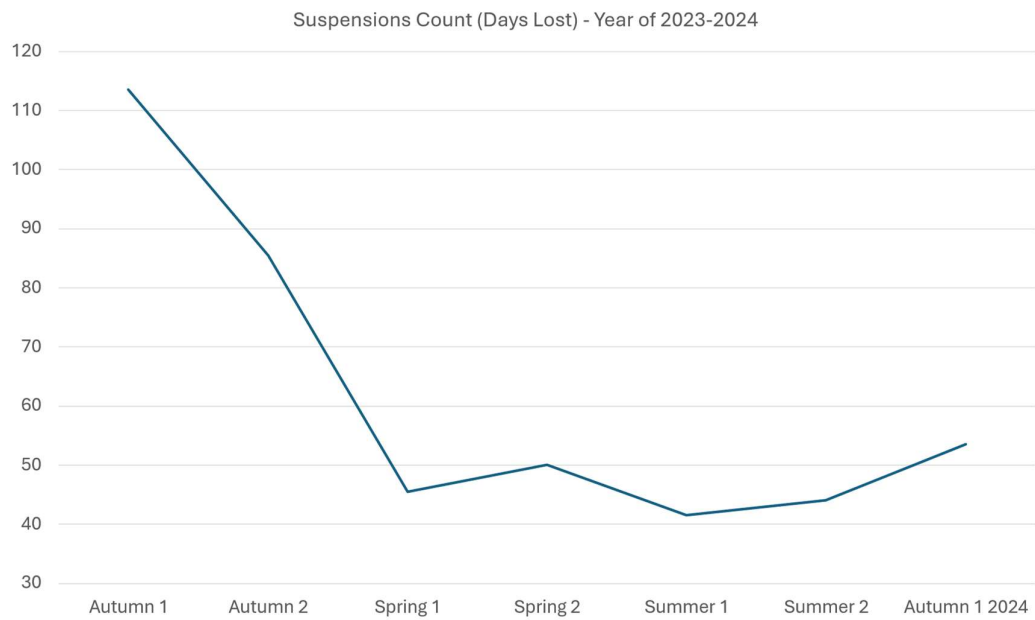
Work with Trustees and School Improvement Partner of data triangulation

Governor visits

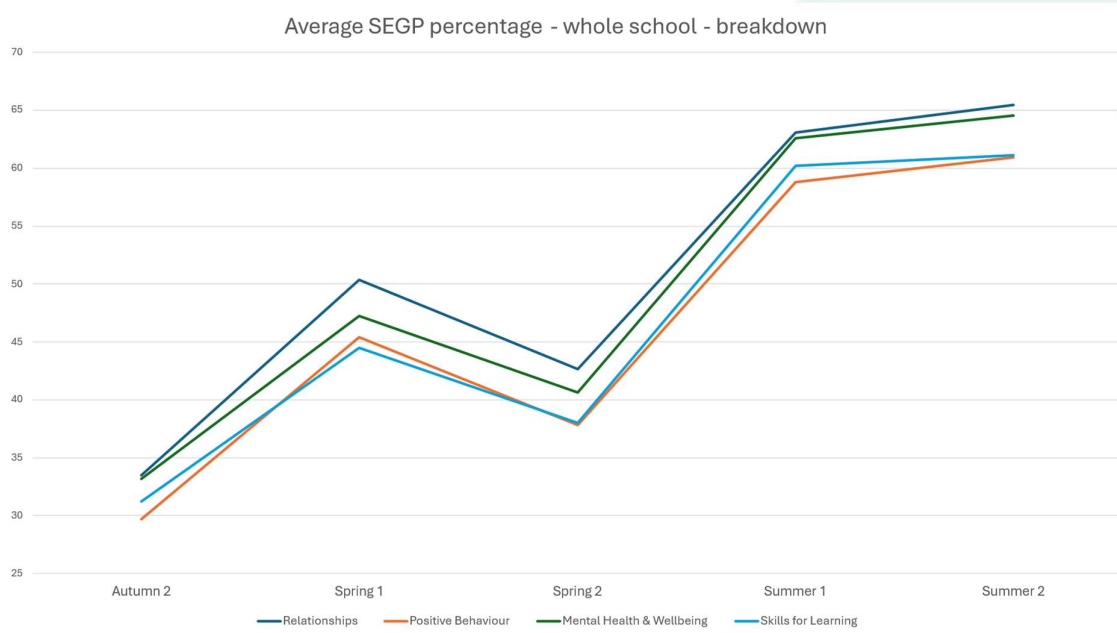
Staff Wellbeing surveys

Pupil voice Panel minutes and surveys

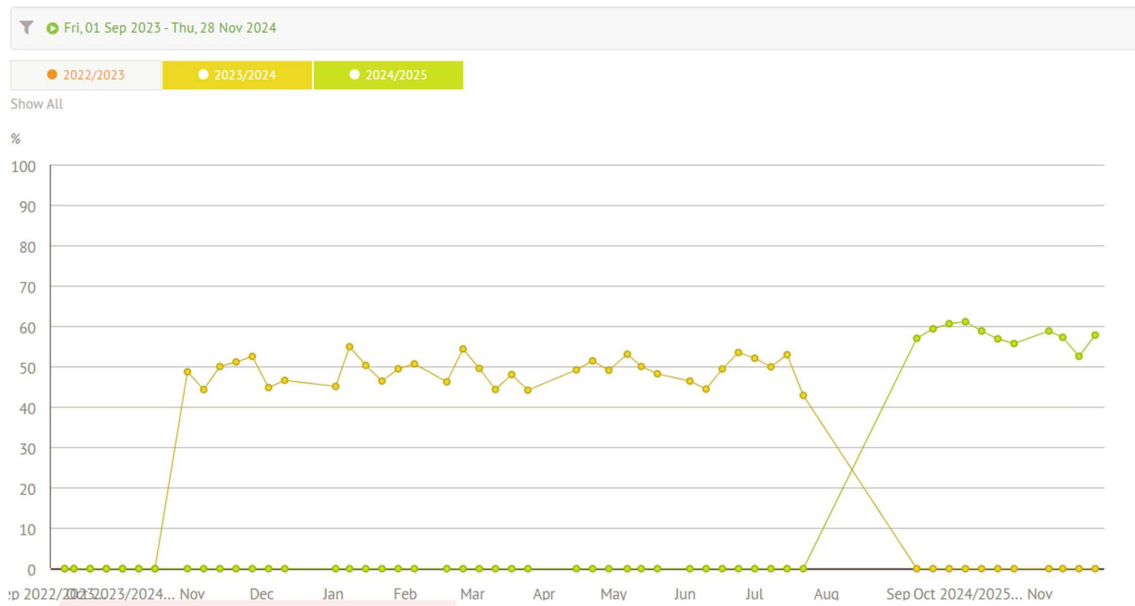
## Suspensions



## Social and Emotional Growth Profiles



## Attendance



## **Achievement – Contextual Information**

When headteacher joined the school Easter 23, there was not progress or assessment data for pupils. The school was in a crisis position and pupils were not in a place to learn. There was a very small staff team and no curriculum model. At the time change (rebrokerage) of Trust, a new leadership team was put in place with an experienced DLS and SENCO and new head. The focus was ensuring all pupils and staff were safe, creating a crisis curriculum model, based on relational approaches and a supportive and positive relationship with LA was established. The Trust also put in place a School Improvement Partner to support the rapid improvement journey required.

As a result of this, it was difficult to capture baseline academic data and we focused on Social and Emotional Progress as we moved the school out of crisis. The attendance and SEGP data shows the impact of this early work.

Core subject baseline data will be available in next academic year.

## **Enrichment Visits/Guests:-**

### **Included –**

Berry Pomeroy Castle

Local Beaches

Clip and Climb

Mini Golf

Local Woodlands

Leisure Centre

African Drum Workshop

Sound Communities – weekly visits

Visiting Theatre Group

Ice Cream Van visits

Targeted trip to London for museum visits and train journey

Targeted partnership with vocational provision for mechanics and catering

Targeted access to GCSE photography

These opportunities offer high quality curriculum enrichment and glimmers for our pupils to boost behaviour, attendance and aspiration. They have been chosen with pupil engagement in mind.

