



Pupil Premium Strategy Statement 2023-26

(Updated December 2025)

This statement details our school's use of Pupil Premium grant to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium Strategy for 2023-26, 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	Brentwood School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	41.2% (49 of 119 yr 7-11 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	J Lomas
Pupil premium lead	J Lomas
Governor	Victoria Stuart

Funding overview

Detail – from April 25	Amount
Pupil premium funding allocation this academic year	£52,675.00
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	£52,675.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium grant is funding to improve educational outcomes for disadvantaged students aged between 5 and 16 years. At Brentwood we use the Pupil Premium grant to provide students with opportunities to have their physiological, safety, belonging and esteem needs met so they can access the curriculum and meet their full potential. This includes providing additional support with their physical health, communication, social opportunities, attendance, reading and writing/recording. In developing our Pupil Premium Strategy, we have considered Maslow's Hierarchy of Needs, recognising that, without providing our disadvantaged students with opportunities to fulfil their wider needs, they will be unable to develop and progress. Maslow's Hierarchy of Needs underpins the philosophy of how we approach teaching all students in the school. This is also reflected in our school ethos:

'Brentwood is a friendly, safe and inclusive school and college where students are valued and feel a sense of belonging. It is a place where students' needs are met with care, empathy and understanding. Our vision is for all our students to gain the social, emotional and academic skills to facilitate optimum independence and happiness, and to reach their full potential as valued members of the community.'

Although our strategy is focused on the needs of students in receipt of Pupil Premium, we acknowledge that all of our students have EHC plans and are therefore classed as disadvantaged. This strategy will benefit all students in our school, where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for all students will be improved whilst closing the gap for those students who qualify for the Pupil Premium Grant,

Maslow's Hierarchy of Needs examples of how Brentwood have interpreted these needs through the Pupil Premium Grant

Maslow	Brentwood's Interpretation
Self Actualisation Realising personal potential and self-fulfillment. A desire to become everything one is capable of becoming.	Our investments with the Pupil Premium grant will lead to increased student attendance, participation, engagement, achievement and self-esteem to enable all students to have equal opportunity to progress into adulthood.
Esteem Dignity, achievement, independence and the desire for respect and acceptance by others.	High quality teaching of reading and writing to promote independence, and capacity to undertake activities with a higher degree of autonomy, raising self-esteem.
Love and Belonging Feeling of belonging- friendship, trust, acceptance. Affiliating and being part of a group.	Manchester United SEND Officer activities including team based sports activities attendance at events and extended schools. Development of parental engagement by the FSW promotes the Brentwood Community.
Safety Needs Protection from elements, security, order, protection from ill-health, stability, freedom from fear and, in the context of SEN, the medical and equipment support to function.	FSW and consequent access to Early Help and Family Help to ensure families have access to a range of support services and are safe. Support with attendance through the Safeguarding Team and Attendance Officer
Physiological Needs Biological requirements for human survival e.g. air, food, drink, shelter, clothing and warmth.	Manchester Utd. Hub – clothing donations from Adidas and winter appeal. Distributed by the Family Support Worker.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (These have been set from data in Autumn 2023 and will be amended if there is any significant change)

Challenge number	Detail of challenge
1	Analysis of progress data showed that students in receipt of Pupil Premium made less progress in Friendship and Citizenship (as at Autumn 23). Support through extended school provision by the Manchester United Hub provides opportunities for students to access social activities at lunchtimes, after school and during school holidays.
2	All students at Brentwood have limited access to sport and leisure provision. Previous use of the Pupil Premium Grant to fund the Manchester United Hub has resulted in closing the gap so that all students make equivalent progress in Physical and Health.
3	Our data demonstrates that students who attend school make progress. Families who are engaged with school work in partnership with us to ensure their son/daughter attends regularly. Previous use of the Pupil Premium grant to fund the FSW provides a high level of support to families. This will be extended to support parental engagement in the Brentwood Community.
4	Providing highly skilled teaching of phonics enables students to develop their reading skills and will then support learning across the curriculum and in wider community activities. Staff training and resources for delivery of Read Write Inc, and use of Reading Eggs have impacted on progress in reading and we will continue with these initiatives.
5	Pupil Premium students have made less progress in writing/recording. The Clicker programme is one strategy that will support student progress in this area. Staff training has taken place to ensure students receive expert teaching.
6	Supporting students to develop effective communication techniques is key to developing independence and accessing learning opportunities. Through a phased programme of SaLT interventions, all students will have opportunity to have SaLT input throughout the school. Music Therapy provision for students will serve to promote communication, as well as support students with their sense of enjoyment and belonging.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Through a wide range of social and interactive activities, through access to extended schools and enrichment opportunities, all students will have greater confidence to enable them to make progress in Friendship and Citizenship.	All students who attend school will make at least expected progress in Friendship and Citizenship.

Through engagement with the Manchester United Hub, students will have access to a wide range of sport and leisure opportunities both within school and in the wider community.	All students who attend school will make at least expected progress in Physical and Health.
Student attendance remains above 90%	Student attendance remains above 90% (whole school attendance was 88% in 24-25 aggregated to 92% without including non-attenders)
Students will receive high quality Phonics teaching at an appropriate level to their need. Students will have access to Reading Eggs to support their learning where appropriate.	All students will make at least expected progress in reading and have demonstrated progress through their phonics programme where appropriate.
Students will receive high quality teaching in Writing/Recording at an appropriate level to their need, this will include access to Clicker.	The progress gap between Pupil Premium and non-Pupil Premium students will close.
Access to Music Therapy and SaLT will support students to develop their communication and consequently their self-esteem and engagement will improve.	Pupil Premium students and non-Pupil Premium students will make equivalent progress in all subjects. There will be no gap in attendance between Pupil Premium students and non-Pupil Premium 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. These have been developed considering the **Menu of Approaches** (Using Pupil Premium: Guidance for School Leaders March 2023 Department of Education)

High Quality Teaching

Activity	Evidence that supports this approach	Menu of Approaches	Challenge number(s) addressed
Ongoing Professional Development in teaching phonics through the Read Write Inc (RWI) programme.	RWI is a Systematic Synthetic Phonics scheme (SSP) validated by the Department of Education (EEF study on RWI inconclusive due to recruitment issues) (EEF Teaching and Learning Toolkit indicates phonics as high impact for very	Commitment by SLT to deliver RWI to support student learning. Staff training to deliver RWI. Resources to deliver RWI. Timetable developed to support phonics and reading in a broader sense. Assessment using RWI to provide detailed analysis	All students who are assessed to access RWI including non-verbal students and those in Structured Learners. All students involved in development of reading.

	low cost based on extensive evidence)	of attainment and progress. As a growing school there is a need to continue to provide high quality training to maintain staff understanding and skill.	
Continued Professional Development and resourcing of Writing/recording interventions	National Literacy Trust Report into use of Clicker to support literacy learning 2019. See above Phonics	Staff training to use Clicker. Wider staff training into strategies to understand and support students with Writing/Recording.	All students.

Targeted Academic Support

Activity	Evidence that supports this approach	Menu of Approaches	Challenge number(s) addressed
Music Therapy	This provides opportunities for students to have creative musical opportunities enabling them to express themselves, develop their self-esteem and share learning opportunities with their peers. EEF Teaching and Learning Toolkit indicates 1:1 tuition as being High impact for moderate cost based on moderate evidence (nothing specific given for Music Therapy)	Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Priority to Pupil Premium Students
SaLT	This ensures students are provided with opportunities to develop their communication skills in order to access their learning and develop their independence skills. EEF Teaching and Learning Toolkit indicates Oral Language Interventions are very high impact for very low	Activity and resources to meet the specific needs of disadvantaged pupils with SEND	All students have access to phased approach by SaLT.

	cost based on extensive research (nothing specific for SaLT)		
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Wider strategies

Activity	Evidence that supports this approach	Menu of Approaches	Challenge number(s) addressed
Manchester United Hub School	This is an established Pupil Premium strategy and has resulted in Pupil Premium students and non-Pupil Premium students making equivalent progress in Physical and Health. EEF Teaching and Learning Toolkit indicates physical activity has low impact for very low cost based on moderate evidence.	Extracurricular activities, including sports, outdoor activities, arts, culture and trips including during lunchtimes and after school.	All students Some activities targeted to Pupil Premium Students.
Family Support Worker (FSW)	Support from the FSW has led to positive relationships with families and provided them with an understanding of where to turn for help and support, particularly our most disadvantaged students. EEF Teaching and Learning Toolkit indicates moderate impact for very low cost based on extensive evidence	Communicating with and supporting parents through a wide range of approaches. These include multi-agency support, early help, coffee mornings focussing on a wide range of issues including supporting student learning, distribution of clothing and support with student attendance.	Case load covers all students. All parents invited to attend school based parental activities.

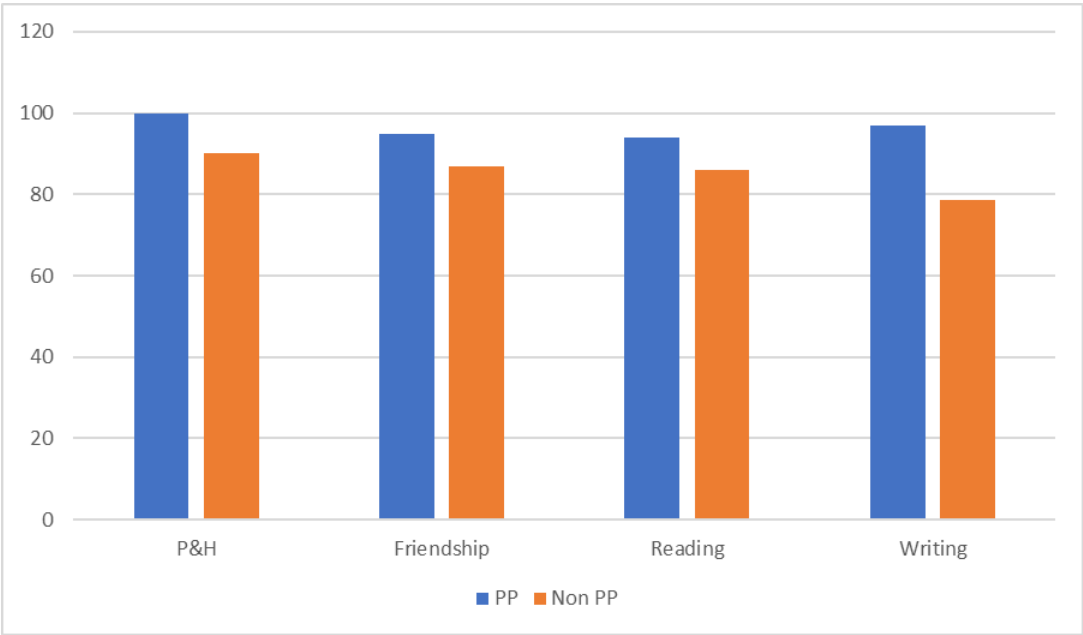
Total budgeted cost:

25/26 Funding based		Total cost	36% (Cost for Pupil Premium)
Manchester United SLA		£20,722	£7,459
Music Therapy		£9,439	£3,398
SaLT provision		£48,050	£17,298
Reading – Read Write Inc		£1,950	£702
Family Support Worker (Balance)		£48,957	£23,817
Total	£52,675		£52,675

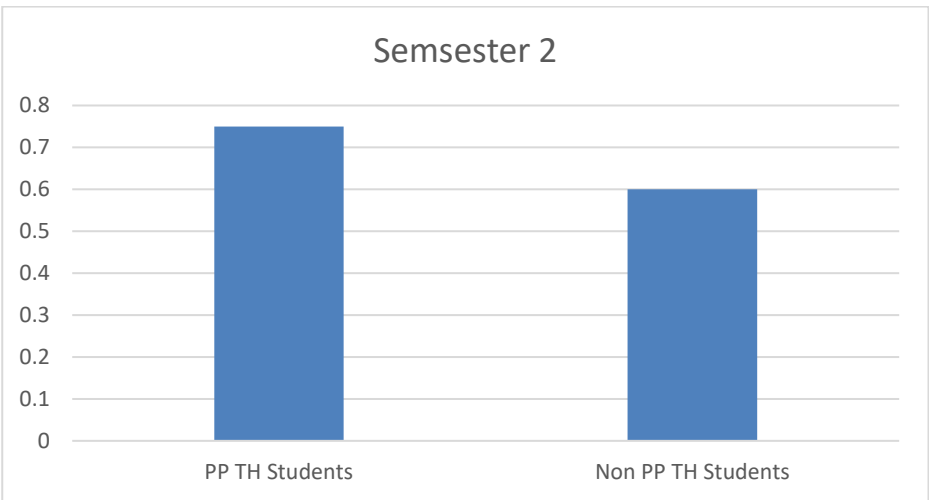
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The chart below details the impact that our Pupil Premium (PP) activity had on pupils in the 2024 to 2025 academic year in Key Assessment Areas. This indicates that Pupil Premium students out-performed their non Pupil Premium peers in all of the Key areas highlighted in the PP strategy.



Further to the development of the Therapeutic Hub at the start of the Spring Term 2025, a new assessment model for these students was trialled. The chart below demonstrates how Pupil Premium students in the Therapeutic Hub made greater progress than their non-pupil premium peers.



Read Write Inc:

53% of non-PP students (9 students) made progress, with 47% (8 students) maintaining their RWI level.

36% of PP students (5 students) made progress, with 57% (8 students) maintaining their RWI level.

- Further work needs to be done to ensure RWInc progress data is fit for purpose to provide accurate analysis.

Whilst this Data is extremely encouraging, and demonstrates the success of our strategies, it is important to be mindful that the Brentwood cohort is relatively small and is significantly skewed by small numbers of students.

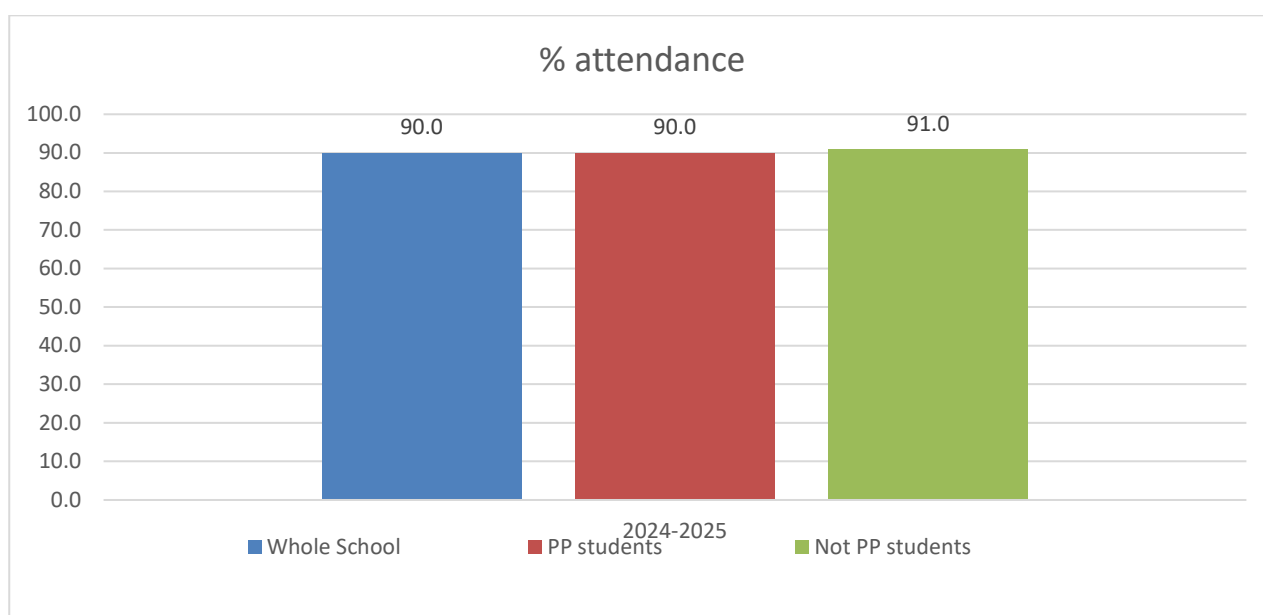
Attendance:

We recognise the importance of good attendance in school and monitor this closely through daily and weekly monitoring, alongside half termly welfare meetings. Our Family Support Worker liaises with parents/carers and other agencies to support students to attend school.

The Attendance Chart below demonstrates the following:

- Whole school attendance was 90%
- Non- Pupil Premium student attendance was 91%
- Pupil Premium student attendance was 90%
- Overall student attendance is good and above the national average for our cohort.

In conclusion, there is a marginal difference between PP and none PP student attendance.



Manchester United Hub activity provided students with a wide range of opportunities to develop in the Physical and Health aspects of the curriculum. Our focus on developing student fitness and being outdoors also promoted student wellbeing and mental health opportunities. This resulted in all students making equivalent progress in Physical and Health.

Manchester United also deliver some of our extended school offer which prioritises attendance from Pupil Premium students. This includes lunchtime and after school clubs. Unfortunately we were unable to offer holiday clubs due to the build. We will look to find ways to fund these moving forward.

The success of the Manchester United Hub with regards to supporting students' access to physical activity has led us to continue with this strategy. We will work with our new Manchester United SEND officer to develop strategies to promote Friendship and Community.

Input from our FSW ensured that disadvantaged families were supported throughout the year this includes supporting families with Early Help and Child in Need.

Music therapy has provided identified students with opportunities to access creative musical opportunities and develop their self-esteem and engagement.

Speech and language therapy (SaLT) supports students with their communication. This results in students developing their confidence and self-esteem, and supporting them to access wider learning opportunities. Effective communication also affords our students greater opportunities to form friendships, develop their independence and participate in a wide range of activities.

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
Manchester United Hub School	Manchester United Foundation

Further information

The success of our existing Pupil Premium Strategy has supported our decision to continue with our SLA with the Manchester United Foundation and our SLA runs up to 2027. Furthermore, positive outcomes from the SaLT and Music Therapy have led us to continue with these inputs as part of the strategy.

We started work developing our Reading Strategy in 22-23 and initial work demonstrates greater progress in reading by Pupil Premium students. In 24-25 we further developed our reading programme, acknowledging that students respond well to the programme and continue to make progress with their reading throughout KS3 and 4. We will continue to invest in these strategies (Read Write Inc) with the aim of increasing overall progress for all students.

In 22-23 we developed our student writing/recording systems and research with the SEN Advisory Service (SENAS) led us to implement the use of Clicker in Summer 23. We have continued to develop the use of Clicker for all students with the aim of increasing attainment and progress in writing and recording.

Next steps from 25-26 analysis:

- All students will have a reading target.
- Work with Read Write Inc to ensure data is meaningful and reflects actual progress.
- Assessment system developed to align to EHCPs.
- Explore options for Manchester United to further develop extended.