Brookfield School	
Pupil Premium Strategy Statement 2026-2029	
Date:	September 2026
DFE Number:	149855
Headteacher:	Michelle Parkes
MAT:	Mercian Educational trust
CEO of Trust:	Dafydd Lawday

This statement details our school's use of pupil premium funding to help improve the attainment, progress and wider outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding during 2026-27 and how our approach has been informed by evidence from the Education Endowment Foundation (EEF), the Department for Education and our own robust evaluation of school performance.

Our strategy is closely aligned with our School Development Plan and Self-Evaluation Form and reflects the additional challenges faced by pupils within a specialist Social, Emotional and Mental Health (SEMH) setting.

School Overview

Detail	Data
School Name	The Brookfield School
School Type	SEMH Special School
Number of pupils on roll	129
Number of pupils eligible for Pupil Premium	86
Percentage of disadvantaged pupils	67%
Service Children	2
Post-Looked After Children	4
Pupil Premium Funding Allocation	£89,890
Academic Years Covered by Strategy	2026-2029
Strategy Review Date	July 2027
Pupil Premium Lead	Lindsey Haile
Headteacher	Michelle Parkes
Trustee Responsible for Disadvantaged Pupils	Suzanna McFarlane

Statement of Intent

At The Brookfield School, we believe that disadvantage should never limit educational achievement, personal development or future life chances.

The vast majority of our disadvantaged pupils arrive at Brookfield having experienced significant disruption to their education. Many have histories of poor attendance, exclusion, adverse childhood experiences, difficulties regulating emotions, unmet special educational needs and repeated placement breakdowns. These experiences often create substantial gaps in learning and can affect pupils' confidence, resilience and engagement with education.

As a specialist SEMH school, we recognise that academic achievement cannot be separated from wellbeing, relationships and attendance. Consequently, our pupil premium strategy seeks to remove barriers to learning through a balanced approach that combines high-quality teaching, targeted academic interventions and wider pastoral support.

Our approach is informed by the Education Endowment Foundation's three-tiered model for improving outcomes for disadvantaged pupils:

- High quality teaching
- Targeted academic support
- Wider strategies

During the life of this strategy, we aim to:

- Improve literacy outcomes, particularly writing.
- Increase attendance and reduce persistent absence.
- Improve progress and attainment across the curriculum.
- Increase GCSE attainment for disadvantaged pupils.
- Improve outcomes for higher-attaining disadvantaged pupils.
- Strengthen emotional wellbeing and self-regulation.
- Ensure all pupils can access enrichment, careers and wider opportunities.
- Maintain excellent post-16 destination outcomes.
- Further develop pupils' readiness for adulthood.

Our strategy reflects the school's commitment to ambition, inclusion and equity. We want every disadvantaged pupil to leave Brookfield with the qualifications, confidence, resilience and skills necessary to succeed in the next stage of their education and life.

Challenges

Barriers to Learning and Participation

This details the key barriers to learning and participation that we have identified among our disadvantaged pupils.

Challenge 1: Literacy and Communication

Many disadvantaged pupils enter Brookfield with significantly below age-related literacy skills. Internal assessment data demonstrates that writing is currently the weakest area of academic performance across the school. Difficulties with vocabulary, sentence construction, transcription and sustained writing impact pupils' progress across many subjects.

Challenge 2: Attendance and Persistent Absence

Attendance remains a significant challenge for a number of disadvantaged pupils. Historic patterns of school avoidance, disengagement from education, family circumstances and emotional wellbeing difficulties have contributed to persistent absence, limiting pupils' access to learning.

Challenge 3: Social, Emotional and Mental Health Needs

All pupils attending Brookfield have SEMH needs. Many disadvantaged pupils have experienced trauma, adverse childhood experiences, family instability or disrupted educational placements. These factors can affect concentration, resilience, behaviour and readiness to learn.

Challenge 4: Gaps in Prior Learning

Many pupils have experienced prolonged periods of disrupted education prior to admission. As a result, disadvantaged pupils frequently have significant gaps in subject knowledge, literacy and numeracy.

Challenge 5: Limited Opportunities Beyond School

Disadvantaged pupils often have fewer opportunities to access cultural experiences, educational visits, careers opportunities and wider enrichment activities outside school.

Challenge 6: Low Academic Confidence

A significant number of pupils join Brookfield having experienced repeated academic failure. This can result in low confidence, reduced aspirations and negative attitudes towards learning.

Challenge 7: Higher Attaining Pupils Not Achieving Their Potential

Whilst many disadvantaged pupils achieve qualifications successfully, school evaluation identified that some pupils capable of achieving higher GCSE grades do not consistently fulfil their academic potential.

Challenge 8: Family and Socioeconomic Factors

Many families experience financial pressures that can affect attendance, engagement with education, wellbeing and access to wider opportunities.

Intended Outcomes

This explains the clear, realistic outcomes we want our disadvantaged pupils to achieve by the end of this strategy period and how we will measure whether they have been achieved.

Intended Outcome 1

Improved literacy outcomes, particularly writing.

Success will be demonstrated by:

- Increased proportions of disadvantaged pupils making expected or better progress in writing.
- Improved performance in English qualifications.
- Improved literacy assessment outcomes.
- Narrowing literacy gaps across year groups.

Intended Outcome 2

Improved attendance and reduced persistent absence.

Success will be demonstrated by:

- Increased overall attendance.
- Reduced persistent absence.
- Improved engagement in learning.
- Narrowing attendance gaps between disadvantaged and non-disadvantaged pupils.

Intended Outcome 3

Improved academic outcomes across the curriculum.

Success will be demonstrated by:

- Increased progress from baseline starting points.
- Higher levels of attainment in accredited qualifications.
- Improved GCSE outcomes across subjects.

Intended Outcome 4

Improved outcomes for higher-attaining pupils.

Success will be demonstrated by:

- Increased numbers achieving GCSE Grade 4+ and Grade 5+.
- Improved performance in academic qualifications.
- Greater alignment between predicted and actual outcomes.

Intended Outcome 5

Improved emotional wellbeing and self-regulation.

Success will be demonstrated by:

- Improved Boxall and SEMH assessment outcomes.
- Improved learning behaviours.
- Reduced incidents requiring significant intervention.
- Increased readiness to learn.

Intended Outcome 6

Improved participation in enrichment and wider opportunities.

Success will be demonstrated by:

- Increased participation in visits, trips and enrichment activities.
- Increased participation in careers and employability programmes.
- Enhanced preparation for adulthood outcomes.

Intended Outcome 7

Sustained positive destinations.

Success will be demonstrated by:

- All pupils progressing into education, employment or training.
- No pupils becoming NEET.
- Positive feedback from destination providers.

Activity in This Academic Year

Teaching (High Quality Teaching)

Budgeted Cost: £32,000

Literacy Development

Implementation of a whole-school literacy strategy with a particular focus on writing, vocabulary development and disciplinary literacy across all curriculum areas.

Staff Development

Professional development focused on adaptive teaching, effective feedback, explicit instruction, metacognition and strategies proven to improve outcomes for disadvantaged learners.

Assessment Reliability

Development of assessment systems, moderation processes and teacher subject knowledge to improve accuracy and consistency of assessment across the curriculum.

Curriculum Ambition

Further development of curriculum pathways and GCSE provision to ensure disadvantaged pupils access ambitious qualifications and challenging learning opportunities.

Classroom Support

Deployment of support staff and specialist resources to maximise participation, engagement and progress within lessons.

Targeted Academic Support

Budgeted Cost: £20,000

Literacy Intervention

Targeted reading and writing interventions for pupils identified through assessment information.

Academic Catch-up

Structured support programmes designed to address gaps in learning resulting from disrupted educational experiences.

GCSE Intervention

Focused support for pupils approaching examinations, particularly those capable of achieving higher grades.

Individual and Small Group Tuition

Targeted tuition and intervention programmes supporting pupils who require additional academic assistance.

Assessment and Diagnostic Screening

Use of assessment tools to identify learning needs and evaluate intervention effectiveness.

Wider Strategies

Budgeted Cost: £37,890

Attendance Support

Targeted attendance interventions, family support and multi-agency work to improve attendance and engagement.

Family Support

Provision of family support services aimed at reducing barriers to education and improving home-school relationships.

SEMH and Therapeutic Support

Targeted emotional wellbeing interventions designed to improve self-regulation, resilience and learning readiness.

Enrichment and Cultural Capital

Funding support for educational visits, residential experiences, clubs and enrichment activities.

Careers and Preparation for Adulthood

Enhanced careers guidance, employer engagement, work-related learning and transition support.

Alternative Curriculum Provision

Provision of tailored pathways for pupils requiring additional support to access education successfully.

Financial Support

Assistance to ensure disadvantaged pupils can access activities, events and opportunities regardless of family circumstances.

Total Planned Expenditure

Area	Cost
Teaching	£32,000
Targeted Academic Support	£20,000
Wider Strategies	£37,890
Total	**£89,890**

Review of Outcomes in the Previous Academic Year (2025-26)

Overall Evaluation

Brookfield School continued to provide highly effective support for disadvantaged pupils throughout 2025-26. Evaluation of attainment, progress, attendance, behaviour, wellbeing and destination outcomes demonstrates that the school's pupil premium spending had a positive impact on pupils' educational experiences and future opportunities.

Leaders recognise that pupils arrive at Brookfield with significant barriers to learning, often following previous educational disruption, exclusion, poor attendance and unmet needs. Against this context, outcomes achieved by many disadvantaged pupils demonstrate the positive impact of the school's inclusive ethos, ambitious curriculum and strong pastoral support.

The evaluation has identified a number of significant strengths, whilst also highlighting areas requiring further development. These findings have directly informed the priorities contained within this strategy.

Quality of Education

During 2025-26, leaders continued to increase curriculum ambition across the school.

Over recent years, Brookfield has significantly expanded its GCSE offer, moving beyond a limited core curriculum to provide pupils with access to a broader range of academic qualifications including Biology, English Literature, Statistics and Computing.

This increased ambition has enabled disadvantaged pupils to access a wider range of qualifications and improved opportunities for future study and employment.

GCSE outcomes showed encouraging signs of improvement, with increased success across a number of subjects and improving performance within academic qualifications. Staff analysis also identified improvements in the accuracy of GCSE predictions, suggesting that assessment systems are becoming increasingly reliable.

Many disadvantaged pupils achieved positive outcomes despite significant barriers associated with SEMH needs, disrupted education and low starting points.

Leaders judge that curriculum developments and increased academic ambition have had a positive impact on disadvantaged pupils and should continue to be developed.

Literacy

Reading continues to represent a relative strength within the school's academic profile.

Assessment information indicates that many pupils improved their reading confidence, engagement with texts and comprehension skills during the year. Reading interventions and curriculum developments have contributed positively to these improvements.

However, evaluation also identified writing as the school's most significant academic priority.

Progress in writing remains weaker than progress in reading. Many pupils continue to experience difficulties with written communication, vocabulary, fluency, sentence construction and sustained writing.

A significant proportion of disadvantaged pupils were identified as making less progress in writing than expected.

Whilst intervention programmes have secured some improvements, leaders concluded that existing approaches have not yet delivered the level of impact required.

Consequently, literacy development, particularly writing, will become the primary academic focus within this pupil premium strategy.

Assessment and Progress

Significant work was undertaken during 2025-26 to strengthen assessment systems and improve leaders' understanding of pupil achievement.

Senior leaders introduced increased moderation activity, more robust assessment procedures and greater scrutiny of pupil progress information.

This work has improved confidence in assessment information and strengthened leaders' ability to identify pupils requiring additional support.

However, evaluation also identified areas where assessment accuracy and consistency require further improvement.

In some areas of the curriculum, variation remains in assessment practices and teacher judgements.

Leaders have therefore identified assessment reliability as an important improvement priority moving forward. Future pupil premium spending will support moderation, staff training and diagnostic assessment tools.

Attendance

Attendance remained one of the most significant barriers affecting disadvantaged pupils during 2025-26.

Leaders implemented a range of attendance strategies, including enhanced monitoring, family support, pastoral interventions and collaborative work with external agencies.

These approaches secured improvements for a number of individual pupils, particularly those with previously very low attendance.

Family engagement also improved and relationships between school and vulnerable families continued to strengthen.

Despite these successes, attendance remains below national expectations and persistent absence continues to affect the educational outcomes of a significant minority of disadvantaged pupils.

School evaluation clearly demonstrates a strong relationship between attendance, engagement, behaviour and attainment.

Improving attendance will therefore remain a major priority throughout the next phase of pupil premium spending.

Personal Development and Wellbeing

Brookfield's strongest outcomes continue to be found within personal development, inclusion and emotional wellbeing.

Throughout the year, disadvantaged pupils benefited from extensive therapeutic support, pastoral intervention, enrichment opportunities and highly personalised provision.

Leaders report that pupils frequently demonstrate substantial improvements in confidence, emotional regulation, resilience and engagement during their time at the school.

The school's work to develop belonging and inclusion remains a significant strength.

Many pupils who have previously experienced educational failure successfully re-engage with learning and develop much more positive attitudes towards education.

These improvements contribute positively to attendance, achievement and preparation for adulthood.

Preparation for Adulthood and Destinations

Preparation for adulthood remains a significant strength of the school.

Careers education, personalised pathways, employer engagement and transition planning continue to support positive outcomes for disadvantaged pupils.

Destination data demonstrates exceptionally strong performance.

All pupils progressed successfully into education, employment or training at the end of Key Stage 4 and the school maintained a 0% NEET figure.

For a specialist SEMH setting serving pupils with significant vulnerabilities, these outcomes represent a considerable achievement and reflect the effectiveness of the school's wider curriculum and pastoral provision.

Leaders therefore intend to maintain investment in careers guidance, transition planning and preparation-for-adulthood programmes.

Summary

The most successful aspects of pupil premium spending during 2025-26 were:

- Preparation for adulthood and destination outcomes.
- Personal development and emotional wellbeing.
- Safeguarding and pastoral support.
- Curriculum ambition and qualification pathways.
- Family engagement and inclusion.
- Re-engagement of vulnerable learners.

Areas identified for further improvement include:

- Writing outcomes.
- Attendance and persistent absence.
- Assessment consistency and reliability.
- Progress across some curriculum areas.
- Outcomes for higher-attaining pupils.

Leaders have used this evaluation to shape the 2026-2029 Pupil Premium Strategy and ensure that funding is directed towards the areas most likely to secure improved outcomes for disadvantaged pupils while continuing to maintain the highly effective inclusion and personal development provision that characterises Brookfield School.