



Brakenhale School

Pupil Premium Strategy

Statement

Brakenhale School is part of the Greenshaw Learning Trust.

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Pupil premium strategy statement

Report from *Alexis Manlay, Assistant Headteacher, Brakenhale*, for Governing Body meeting on 20th November 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2026
Date this statement was published	November 2025 (draft)
Date on which it will be reviewed	Annually
Statement authorised by	Camilla Douglas
Pupil premium lead	Alexis Manlay
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 235,425

Part A: Pupil premium strategy plan

Statement of intent

Brakenhale School aims to reduce the significant and historic attainment gap between disadvantaged pupils and non-disadvantaged pupils. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic and therefore it is more important than ever that school strategies focus on support for disadvantaged pupils.

Our strategy is designed to improve outcomes through high quality teaching and learning, increasing attendance and ensuring rich and varied extra curricular opportunities for all.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students have significantly lower attendance than non-PP peers
2	Pupil premium student outcomes are below national average and the gaps between PP and non-PP are widening
3	Pupil premium students have lower literacy levels and reading ages
4	Pupil premium students have more behavioural incidents
5	Pupil premium students can have lower aspirations for their future and/or emotional instability due to external factors, including lack of engagement from parents/carers

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
Pupil premium students receive the highest quality teaching provision.	All lessons follow the lesson structure of Memory recall, explain, model, practice and check. Deliberate practice time is increased in all lessons, to allow students to embed knowledge into long term memory.
Pupil premium students make strong progress that allows them to narrow the gap with other students.	Diminishing gaps in attainment and progress. Improved progress for low prior attainers, upper prior attainers and boys in particular..
Improved attendance rates for Pupil Premium students and in particular, a reduction in persistent absence.	Reduced number of Pupil premium persistent absentees and improved pupil premium attendance above national average.
Improved students' behaviour and reduced learning lost through time spent in the reflection room and suspensions.	The average number of suspensions and RFL referrals for Pupil premium students is significantly lower.
Improved literacy skills, in particular reading, for disadvantaged students so that they can fully access the curriculum.	All students, especially PP/SEND, read at or above reading ages and speak with fluency and articulation in all lessons. Students are more confident in their literacy skills and, as a result, possess a greater ability to access the curriculum.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme: carefully designed evidence based CPD programme with appropriate mechanisms through BPB (better practice briefings) and PL (Professional learning), incorporating practice, and revisiting strategies with LWs to support implementation and feedback. CPD is weekly and reviewed regularly to ensure it meets the needs of the school.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>TLAC / Rosenshine strategies (supporting students in the EEF teaching and learning toolkit Teaching and Learning Toolkit Education Endowment Foundation EEF</p>	2,3,5
<p>Curriculum development and support from the school improvement team, centralised curriculum and resources provided for English, maths, science, MFL and KS3 Geography and History. The introduction of knowledge organisers and self- quizzing</p>	<p><i>Ofsted- Research for education inspection framework 2021.</i></p> <p><i>Pupil premium support and teaching most disadvantaged students Pupil_Premium_Guidance_iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</i></p>	2,3
<p>DDIs Encapsulate the four elements of effective CPD whilst feedback is within an instructional coaching model.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions: Read Write inc programme and Direct instruction and Thinking reading	https://www.nifdi.org/research/reviews-of-di/evidence-of-effectiveness.html Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3,5
Exact Testing: All students in KS4 and 5 receive Exact testing to identify any additional needs and receive the right support so that they can access their exams	https://www.gl-assessment.co.uk/case-studies/?name=exact&page=1	2
Extended school day for year 11 (Period 6 and then Champions Hour incl tuition, revision guides and other resources) and after school homework club for 7-10	Research conducted by the EEF and Daniel Willingham have shown that completing homework is one of the ways in which students can access the curriculum and commit knowledge to long-term memory. Parental engagement EEF (educationendowmentfoundation.org.uk) High quality tutoring can offer evidence-based support for pupils. Small group tuition EEF (educationendowmentfoundation.org.uk) Sparx Science Sparx Maths	2,3,5
RSM meetings post assessment points to inform targeted intervention	The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile and staff can look at student's starting point and	2

	therefore not assume that disadvantaged students have low prior attainment.	
Tutor Time Reading Programme	<p>https://www.greenshaw.co.uk/learning/tutor-group-reading-programme/tutor-group-reading-programme</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>DFE 2012 Reading for pleasure research evidence.</p> <p>Sparx Reader</p>	2,3,5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention support identified via TAC with team of specialists	Research tells us that the earlier pastoral intervention is carried out the more impactful it is, as negative impacts are mitigated. Preventing trauma and repeated cycles.	1,2,3,4,5
Early intervention and support offered through The Haven (Re-connect).	Research tells us that the earlier pastoral intervention is carried out the more impactful it is, as negative impacts are mitigated. Preventing trauma and repeated cycles.	1,2,4,5
Full time Place2Be therapist/BRYM	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,4,5
A Specialist Provision within the school where selected students have a	https://assets.publishing.service.gov.uk/media/5bc611a4ed915d0b0349a64d/Investi	1,2,3,4,5

GB-24-2 Pupil premium strategy statement

<p>full time or hybrid offer of individualised and targeted support (incl small group and 1:1) to help them access GCSE exams/ mainstream lessons.</p> <p>Alternative Provision in place for a very small number of students</p> <p>Partnership with GLT schools for offsite direction with supportive measures in place.</p>	<p>gative_research_into_alternative_provisio n.pdf</p> <p>High quality tutoring can offer evidence-based support for pupils. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in DFE’s Working Together to Improve Attendance: The work of the Attendance Champion on SLT will engage with a whole school with a tiered approach being introduced to improve the attendance of all student groups, including our disadvantaged students and hold all stakeholders to account.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1, 2</p>
<p>Breakfast Club for all PP students</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</p>	<p>1,2</p>
<p>Other: Funds for uniform, equipment and enrichment activities to develop cultural capital.</p>	<p>https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-R411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1,2,3,4,5</p>

GB-24-2 Pupil premium strategy statement

Students participating in school trips, visits and cultural activities that build education with character, and increasing opportunities. Funding available for educational visits, subsidised by school.		
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Total budgeted cost: £ 315,000

Part B: Review of the previous academic year

As part of our 3 year strategy, many of the plans from last year remain in place. Pupil premium students continue to be a high priority focus across the school.

Outcomes for disadvantaged pupils

The data from 24/25 shows that the strategy is having a significant impact in improving outcomes for pupil premium students. We have gone from being significantly below national average in 23/24 to -0.21 in 24/25.

It is vital that we continue to refine our interventions to ensure that the gap is narrowed between our PP and non-PP students in 25/26.

Our attendance data has also improved and is more in line with all pupils.

Whilst there is still a gap in terms of suspension rates between PP and all students, we are encouraged by the significant reduction in suspensions for PP students.

Academic outcomes

Measure	National Average PP 23/24	National Average All pupils 23/24	PP 23/24	All Pupils 23/24	PP 24/25	All pupils 24/25
P8	-0.57	0.29	-0.92	-0.36	-0.21	-0.01
A8		45.9	23.2	43.98	31.05	43.98
English and Maths 5+			25.45%	40%	15.39%	40.00%
English and Maths 4+			38.18%	63%	38.46%	63.00%

Attendance Outcomes for PP students

2024/25 - 80.2% and YTD 2025/26% - 86.6% compared to all students 88.8% and current 92.9%

This period September to 13.11.2024 83.7% - 86.5%

Suspension Outcomes (suspension rate trend)

	PP students	All students
2023/24	49.26	17.24
2024/25	39.77	18.07
2025/26	27.83	11.28

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
'Good to Outstanding', 'Lead Practitioner' and 'Leadership for the Future' courses	GLT
Direct Instruction	www.direct-instruction.co.uk
Sparx Maths/Science/English	www.sparx.co.uk
Seneca Learning	www.senecalearning.com
NGRT and EXACT testing	https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/
Thinking Reading	https://www.thinkingreading.com/