Brookvale Academy Pupil Premium Strategy 2025-26

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	Brookvale Academy
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	89%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 -2028
Date this statement was published	December 2025
The date on which it will be reviewed	Autumn 2026
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Mark Clifford
Governor / Trustee lead	Laura Daukintis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,508
Recovery premium funding allocation this academic year	£0
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	**£91,508**

Part A: Pupil Premium Strategy Plan

Statement of intent

Brookvale Academy serves some of the most vulnerable and disadvantaged pupils across the City of Nottingham. All our pupils have experienced permanent exclusion from mainstream education, or are at significant risk of, and require SEN support, some with identified needs and others awaiting assessment. Nationally, it is recognised that alternative provisions like ours have significantly higher proportions of pupils supported by social care, youth offending services, and child and adolescent mental health services.

Our mission is to support the holistic development of every pupil, including those identified as disadvantaged under the Pupil Premium Grant criteria. We understand that progress must be contextualised, needs-led, and focused on developing the whole child. To achieve this, we have identified the following key priorities:

Our Key Priorities:

1. Improving Literacy

Many pupils enter with reading ages well below their chronological age, creating barriers to learning across the curriculum. Over the next three years, we will prioritise improving

reading, writing, speaking, and listening skills so pupils can access learning confidently and make strong academic progress.

2. Supporting Social, Emotional and Mental Health (SEMH)

A high proportion of our pupils have unmet special educational needs, particularly SEMH. We will implement robust systems to assess and support SEMH needs, ensuring these do not become barriers to learning and personal growth.

3. Developing Communication Skills

Behaviour is a form of communication. Many pupils lack the language skills to express their feelings effectively, which impacts both behaviour and academic achievement, especially in reading. This challenge is often more pronounced among disadvantaged pupils. We will invest in strategies that strengthen communication, language, and interaction skills.

4. Personal Development

Personal development is essential for improving life chances. We will provide opportunities for pupils to experience a broad and enriching curriculum while fostering character traits such as respect, empathy, self-awareness, passion, and teamwork**.**

5. Improving Attendance

Attendance remains a significant barrier, particularly for pupils from disadvantaged backgrounds who often have higher absence rates. We will prioritise attendance, recognising that pupils cannot learn, develop, or benefit from opportunities when they are not in school.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils' engagement, confidence and self esteem
3	Pupils have low literacy levels.

Intended outcomes

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

Intended outcome	Success criteria
Pupils will attend regularly, developing routines that support learning and personal development.	• Attendance is above national. • Individual pupil attendance demonstrates progress from an attendance baseline. • Rewards and celebration of good attendance through Class Dojos and Trust values assemblies/celebrations.
Pupils are actively engaged in their education and benefit from a curriculum that broadens their skills and experiences while building their confidence. The curriculum meets the individual needs of the pupils and provides meaningful learning opportunities, supporting them to succeed in their future pathways.	• Reduction in negative behaviour incidents over time, per pupil. • Reduction in RPIs • Increase in the number of rewards (Class Dojo) and linked to reflection time/catch-up • Reduction in suspensions • Pupil voice evidence: engagement in wider opportunities and positive experiences

Pupils will develop stronger reading, speaking, listening, and writing skills. This will help them access all areas of the curriculum with confidence and independence and give them the essential literacy skills they need to succeed in further education, employment, or training after school.	• Reading fluency improves for targeted pupils, demonstrated through greater accuracy in termly assessments • Reading comprehension scores show sustained improvement, with disadvantaged pupils making expected or accelerated progress from their starting points. • Writing outcomes strengthen, evidenced by improved structure, vocabulary use, and accuracy in moderated writing samples. • Oracy skills develop significantly, demonstrated by pupils' increased ability to articulate ideas clearly, use subject-specific vocabulary, participate confidently in discussions, and present information verbally in structured tasks. • Pupil confidence and independence increase, shown through improved engagement in lessons, reduced need for scaffolding, and positive pupil-voice feedback. • Curriculum access improves, reflected in better performance in literacy-heavy subjects and increased completion of written tasks.
Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	• Increase in pupil attendance. • Pupils develop their cultural capital outside of school. • Greater engagement in extra curriculum activities. • Personal development opportunities are mapped out for all children and evidence their engagement • Residential offered to all pupils

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: **£10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the Literacy AP network to share good practice and deliver a literacy professional learning programme. Literacy specialists to support the delivery of the training. Funded projects and links with the Literacy Trust and Nottingham City Library. 'Votes for Schools' to enhance the curriculum to develop oracy. Development of the CUSP literature spine to engage the pupils in reading.	EEF projects seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling pupils, 'Improving Literacy in Secondary Schools' • Prioritise 'disciplinary literacy' across the curriculum • Provide targeted vocabulary instruction in every subject • Develop pupils' ability to read complex academic texts • Break down complex writing tasks • Combine writing instruction with reading in every subject • Provide opportunities for structured talk • Provide high quality literacy interventions for struggling pupils Improving Literacy in Secondary Schools | EEF Votes for Schools has been used by the academy for three years. Through observations and by capturing both pupil and provider voice, it has demonstrated a positive impact by providing opportunities for comprehension activities and dedicated oracy sessions. There is a strong evidence base that suggests oral language interventions,	1, 2, 3

	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: Oral language interventions | EEF	
Staff training in Key Stage 2 will focus on the RET Phenomenal Phonics Programme, which is fully compliant with DfE guidance. This programme is designed to strengthen phonics teaching and ensure consistency and high-quality delivery across the curriculum.	EEF research on Phonics: *"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."*	3
Establish reading corners with soft furnishings to encourage engagement with books and promote literacy in a calm setting. Develop sensory spaces within classrooms to help pupils regulate emotions and reduce anxiety, enabling better focus on learning. Implement the Zones of Regulation framework to teach pupils emotional awareness and self-regulation strategies. Provide staff training for teachers and TAs on using these spaces effectively and integrating emotional regulation strategies into daily teaching.	EEF evidence: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. The research shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1, 2, 3

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

Budgeted cost: **£43,399**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one phonics and reading-based interventions (Lexonik) for all KS2 and KS3 pupils through the curriculum- increased caseload for TAs	EEF research on Phonics: *"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged back-grounds."*	2, 3
Increased staffing capacity to deliver one-to-one intervention to identified pupils (TA3 SEN)	Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Targeted academic support | EEF	1, 2, 3
One-to-One SEMH Interventions: Provide personalised social, emotional, and mental health support to pupils with identified needs to remove barriers to learning and improve engagement.	The Good Childhood Report (conducted by The Children's Society) key findings: • An estimated 306,000 10-15-year-olds in the UK are unhappy with their lives • Approx. ¼ million children did not cope well with changes during the pandemic • Young people are particularly unhappy about school and appearance	1, 2, 3
Boxall Profile Assessments: Conduct Boxall assessments for all pupils to identify social, emotional, and behavioural development needs, enabling tailored intervention planning.	Boxall, M., & Bennathan, M. (2010). *The Boxall Profile for Young People (Handbook Revised 2025)*. The Nurture Group Network Ltd. — Described as "the unique psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing."	1, 2,

Allotment Education Programme: Offer allotment-based learning experiences for selected pupils to promote wellbeing, resilience, and practical skills through outdoor education.	Outdoor learning: Supporting children's mental health and wellbeing in the early years | Education Endowment Foundation	1, 2,

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

Budgeted cost: **£38,109**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team Attendance in Key stage 3 identified as increased barriers with a particular focus on year 8 and year 9 pupils. Year 7 – 62.46% Year 8 – 53.52 Year 9 – 57.31	Over the past three years, Brookvale Academy's attendance has consistently been in line with or above national averages for similar settings. This success is partly attributed to significant investment in a dedicated Attendance & Welfare Team, supported by clear processes and procedures. In 2021, the Raleigh Education Trust made a strategic decision to expand attendance and welfare support across the trust, with the aim of supporting the most vulnerable and disadvantaged pupils and their families. Research highlights that high overall absence correlates with lower attainment at both KS2 and KS3, and pupils with persistent absence are significantly less likely to remain in education. (Source: Key for School Leaders, 2019)	1
Boxall assessment and associated whole school CPD	See above	1, 2,
PD & careers support with direct responsibility for personal development and careers ensuring pupils have greater access to the wider curriculum, linked with the Cultural Rucksack	Independent (2019), 'Poorest Children three times more likely to miss out on extra-curricular activities. Burnett (2019) states that personal development curriculums are becoming more popular within universities in the US, as pupils want to know more about how they apply their knowledge to their future careers and life. Pupils would often become stressed when considering how their learning would support their journey into the working world. The role will ensure all children have the opportunity to access the wider curriculum and extra-curricular activities. They will also aim to link learning to real-life, providing a correlation between knowledge and the working world.	1, 2, 4

Total budgeted cost: **£91 508**

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.

Intended outcome	Impact
Attendance is above the national average for pupil referral units and alternative provisions.	24/25 Overall data - 62.2% (+2.9% above national) PP - 58.71% Non PP - 66.21% (7.5% gap) 24/25 PP – 58.33% Non PP 69.95% (11.62% gap) 23/24 Impact gap **reduced by: 4.12%** EHCP pupils - 65.6% Key stage 2 - 72.73% Key stage 3 - 56.63%
Improve pupil's ability to self-regulate, build self-esteem and confidence	The academy reviewed the programme of interventions mid-year so that more pupils could receive emotional development support. Thrive practitioners are still in place; however, Boxall was launched in the summer term. All staff are Boxall trained and weekly interventions in place to support the pupils. Boxall interventions are now in place for all pupils within 2 weeks of admissions. • 58% of pupils attended residential in 24/25. • Pupil voice *"I didn't think I could do it, but I did!"* (Abseiling) The number of suspensions and RPIs reduced last year (RPIs 100% since 23/24), despite the rise in pupil numbers from 50 to 70 pupils and increased level of need.
Pupils can communicate their thoughts and feelings appropriately.	• Pupil voice "*Staff listen to what I say… I understand what to do to stop problems"* Reduction in the number of negative incidents in class. 40% of pupils have accessed Taskforce intervention (15% increase 24/25) Pupil voice "My sessions (SALT) have helped me communicate and explain better- I'm ready for mainstream now"

Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	• Increase in community activities and learning outside the classroom. • Parent voice *"You have worked miracles"* • Summer PD programme 24/25 in July – extensive activities for all pupils to access, reflected an improvement in attendance (gap –3.18%)
Pupils to make progress in reading (against a baseline).	• 80% of all pupils completed a reading intervention. • On average 5-6 month gain on RA for all pupils.
English CUSP curriculum (Sept 24 -)	Staff have engaged in high-quality CPD and successfully embedded a consistent, well-structured approach to lessons using the CUSP resources. Through collaborative PPA sessions, teams have worked effectively to adapt and personalise the materials to meet the specific needs of their pupils—breaking learning into manageable steps and incorporating purposeful 'Do Now' activities to close gaps and strengthen understanding. CUSP reading texts have been carefully selected, informed by both pupil and staff voice, to reflect learners' interests, promote engagement, and ensure all pupils are well prepared for their next steps. Ofsted May 25 – validation of the impact of the English curriculum and reading opportunities, which highlight reading as a clear priority and confirm that most pupils are now confident, fluent, and expressive readers. 92% of staff feel that leaders actively support and develop their professional development. 92% of staff feel their contribution to the school is valued.