

Pupil premium strategy statement – Briarwood school

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	63%
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicolle Deighton
Pupil premium lead	Antonios Petropoulos
Governor / Trustee lead	Deborah Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 106,775

Part A: Pupil premium strategy plan

Statement of intent

At Briarwood, a high proportion of pupils are eligible for Pupil Premium (around **63%**), and socio-economic disadvantage often overlaps with complex SEND. Our cohort profile includes a high proportion of pupils who are non-verbal, pupils with ASD, and pupils who require behaviour support and/or care plans. In this context, our pupil premium strategy aims to remove barriers that prevent disadvantaged pupils from being ready to learn, able to communicate, regulated enough to engage, and able to access meaningful personal development and preparation for adulthood.

Ultimate objectives for disadvantaged pupils (2025/26–2027/28)

Over the next three academic years we will ensure disadvantaged pupils:

1. Make ambitious progress across the curriculum and towards EHCP outcomes, with gaps closing wherever they emerge (notably phonics and KS3 science, identified in 2024/25).
2. Experience a consistently strong Universal Offer via the implementation of Briarwood Standard (quality-first teaching and practice) so that engagement increases and low-risk disruption reduces, particularly at transition points and in unstructured times.
3. Have a functional and meaningful voice through total communication and a coherent AAC offer, so frustration reduces and independence increases.
4. Access an equitable Personal Development offer that is explicitly woven through day-to-day curriculum delivery; particularly through the My World strand so disadvantaged pupils build resilience, independence and preparation for adulthood through planned, meaningful lived experiences, supported reflection, and consistently-used PD Passports/My World Journey booklets.
5. Are supported through effective therapeutic and wellbeing provision, with impact measured clearly and strategies transferred into everyday classroom practice.

How our pupil premium strategy works towards these objectives

Our pupil premium strategy is designed to secure Briarwood's core purpose that every pupil should Enjoy, Engage and Learn, and to ensure disadvantaged pupils consistently access the conditions that make learning possible: safety, regulation, communication, high-quality teaching and meaningful lived experiences.

Over the next three academic years (2025/26–2027/28), our approach will contribute to Briarwood’s longer-term improvement aims by: strengthening the quality of teaching and curriculum refinement so learning is ambitious and personalised; embedding communication as a golden thread so every pupil has a functional and meaningful voice; developing a consistently trauma-informed and sensory-responsive culture that supports behaviour through relationships, attachment, communication and environment; and ensuring personal development and preparation for adulthood are woven through the curriculum and ethos, rather than delivered as stand-alone experiences.

We will prioritise capacity-building so effective practice becomes “how we do it here”: coaching, modelling, induction and ongoing Continuous Professional Development (CPD), supported by clear whole-school expectations through the Briarwood Standard (Speaking, Structure, Support, Seeing the World Through My Eyes, Sensory, Surroundings and Special Notes).

To ensure this remains sharply focused on disadvantaged pupils, we will continue to use robust triangulation and cohort tracking (including Vulnerable Plus alongside attainment, behaviour and attendance) to identify barriers early, target support precisely, and review the impact of spending annually.

Key principles of the strategy

- Pupil-centred and needs-led: decisions based on assessment and triangulation, including Vulnerable Plus, not assumptions.
- Universal first, then targeted: strengthen the Universal Offer across sites, and add targeted support where data shows it’s needed.
- Communication and regulation underpin learning: total communication + sensory/trauma-informed practice are treated as core learning access tools.
- Consistency matters: shared language, routines and expectations (Briarwood Standard) to reduce variability for pupils.
- Impact is measured: progress, behaviour patterns (including unstructured times), attendance, and therapeutic/wellbeing indicators are used to review and refine spending annually.

Challenges

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

Challenge number	Detail of challenge
1	While outcomes are strong overall, internal analysis shows that some curriculum areas require sharper focus to ensure disadvantaged pupils are consistently in line with peers (such as science).
2	The School evaluation form (SEF) identifies that structured learning is highly consistent, but there is scope to strengthen pupils' experiences in unstructured times (play, lunch, transitions), ensuring the same trauma-informed and sensory-responsive principles apply across the whole day.
3	Briarwood has a high proportion of pupils with complex communication needs and a strong commitment to total communication, but disadvantaged pupils can be disproportionately affected when AAC/communication systems are not consistently available, modelled and embedded across classrooms, therapy, play and community learning.
4	The school provides rich enrichment and a mapped personal development offer, but the School evaluation form (SEF) highlights the need to strengthen evaluation (including pupil voice) so that personal development impact is evidenced clearly. The My World curriculum provides the structure for Personal Development (PD) to be meaningfully threaded through lived experience and reflection, but this needs consistent implementation and recording through journeys/passports.
5	Briarwood's therapeutic and sensory responsiveness is a strength, but the SEF and SIP identify the need for a clearer framework to measure impact and cost-effectiveness and to ensure specialist advice becomes embedded in classroom routines so gains are sustained across staff changes and across sites.

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
Increase staff confidence and consistency in delivering a strong Universal Offer (Briarwood Standard), including consistent use of total communication and shared resources, so disadvantaged pupils sustain high engagement, regulation and ambitious progress across the curriculum and EHCP outcomes.	Quality assurance evidences consistent use of agreed universal strategies across classes/sites, including consistent modelling of total communication. A shared communication library (systems, visuals, Augmentative and Alternative Communication (AAC) resources and associated IT programmes) is fully established, accessible to all staff and used routinely in planning and delivery. Training and coaching are delivered and revisited regularly, and staff feedback/monitoring

	shows growing confidence and consistency in using the agreed approaches.
Close any remaining attainment gaps for disadvantaged pupils in identified priority areas (i.e. phonics and KS3 science) while maintaining strong outcomes in literacy and numeracy.	Year-on-year end-of-year data shows the gap between PP and non-PP narrows in phonics and science, with disadvantaged pupils making at least expected progress towards end-of-year targets. Intervention records show timely identification, delivery and review, with pupils moving on to next steps.
Disadvantaged pupils experience improved regulation, particularly during transitions and unstructured times, through sensory-informed practice, trauma-informed responses and consistent continuous provision.	Behaviour analysis shows a sustained reduction in incidents during unstructured times (e.g., lunch/free time) and fewer higher-impact incidents (amber/red) over time. RPI frequency/duration reduces further and remains low. Attendance and punctuality for PP pupils improve or remain at/above whole-school, with persistent absence reducing.
Personal Development and Preparation for Adulthood are equitable and coherently woven through the curriculum and wider ethos, so disadvantaged pupils build confidence, resilience, wellbeing, independence and aspiration through meaningful experiences across school and community life.	A whole-school PD framework is fully embedded (PD handbook and policy in place and consistently implemented) and staff are confident in how PD is taught and evidenced from EYFS to Post-16. PD passports/portfolios are in place for disadvantaged pupils and are used routinely to capture and revisit lived experiences across the curriculum (including community learning, enrichment, and preparation for adulthood pathways). Pupil voice (and parent voice) is collected consistently and shows improved engagement, participation and perceived impact of PD experiences; staff evaluation and work scrutiny evidence that PD is planned, delivered and reviewed with increasing consistency.
Therapeutic and wellbeing provision (including Thrive and specialist input such as OT/SaLT) is embedded into classroom practice, and its impact on wellbeing and learning-readiness is measurable.	Thrive/Wellbeing profiling shows measurable progress for targeted disadvantaged pupils over time. OT/SaLT recommendations are translated into daily routines and reflected in plans/environmental adaptations (checked through monitoring). Staff training records show high completion and follow-up coaching. Wellbeing indicators (emotional regulation, engagement, incidents linked to distress) improve over time.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,731.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Briarwood Standard through induction, coaching and consistent routines (cross-site).	<p>Department for Education (DfE) guidance emphasises prioritising high-quality teaching as the foundation for PP impact; EEF guidance on effective professional development highlights that sustained PD with follow-up support is more likely to change practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 5
Improve teaching and monitoring in identified curriculum priorities (e.g., phonics and KS3 science) through subject coaching, modelling and curriculum impact monitoring.	<p>Education Endowment Foundation (EEF) evidence supports systematic phonics as a well-evidenced approach (particularly when staff are trained in assessment and delivery).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	1
Strengthen communication practice as a universal expectation by establishing a shared communication library to support consistency.	<p>DfE statutory guidance (SEND Code of Practice) highlights the role of assistive technology including AAC to enable access for pupils with SEND. DfE has also highlighted assistive technology (including image-based tablets for non-verbal pupils) as a means of improving communication and participation. Professional guidance and research evidence supports AAC/total communication (aided and unaided systems) being implemented with consistent adult modelling and ongoing support for communication partners.</p> <p>https://www.gov.uk/government/news/thousands-of-children-with-send-to-benefit-from-assistive-tech</p> <p>https://www.rcslt.org/wp-content/uploads/2021/02/20162209_InclusiveComms_final.pdf</p>	1,3
Embed Thrive in day-to-day practice (profiling, shared language and consistent	<p>EEF evidence indicates that social and emotional learning (SEL) approaches can improve pupils' social and emotional outcomes</p>	1,2

<p>routines), with targeted Thrive interventions delivered where a pupil's individual needs profile requires it, supported through staff coaching and regular review.</p>	<p>and may also support learning. EEF implementation guidance highlights that impact is more likely when approaches are well planned, staff are trained, and practice is revisited through coaching and feedback. Thrive will therefore be embedded into everyday routines (shared language and agreed strategies) and used for targeted interventions where a pupil's needs profile indicates this, with impact reviewed through profiling data and wider indicators (engagement, behaviour patterns and attendance).</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,953.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics intervention for identified pupils (short, frequent sessions; assessment-informed regrouping).</p>	<p>EEF phonics evidence supports systematic approaches and the importance of staff training and assessment to match pupils' stage of reading development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source</p>	<p>1</p>
<p>Targeted KS3 science support (pre-teaching key concepts/vocabulary; overlearning; adapted practical curriculum access).</p>	<p>The statutory National Curriculum framework requires teachers to plan learning so there are 'no barriers' for pupils with SEN/disabilities, and to identify and address potential difficulties at the outset so pupils can study every subject.</p>	<p>1</p>
<p>Targeted wellbeing/regulation intervention for pupils with greatest need (e.g., trauma-informed support, regulation/co-regulation interventions, bespoke emotional literacy work, Pastoral support plans), with agreed classroom "carry-over" routines.</p>	<p>EEF evidence suggests that Social and Emotional Learning (SEL) approaches can improve pupils' social and emotional outcomes and may also support learning when implemented well. Impact is stronger when approaches are planned, consistent and embedded into everyday routines, rather than remaining as isolated sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?</p> <p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-</p>	<p>1, 2</p>

	interventions/recommendations-5-and-6-unpacking-the-evidence	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,090.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory-aware universal practice: OT-informed strategies/equipment and staff development embedded into daily routines (class & unstructured times).	Department for Education (DfE) PP guidance supports using PP to remove wider barriers to attendance, belonging and success; Education Endowment Foundation (EEF) Implementation/PD guidance supports sustaining practice through follow-up and embedding. https://www.gov.uk/government/publications/pupil-premium	2,5
Attendance and family engagement: early identification, relational support, and practical removal of barriers for families.	DfE PP guidance explicitly includes wider strategies that support pupils to attend, belong and succeed; EEF Guide to PP emphasises early identification of barriers and responsive strategy.	2,5
Personal Development / Preparing for Adulthood (PfA) equity: PD woven through curriculum and ethos (passports/portfolios used routinely; stronger pupil voice/parent voice and evaluation).	Schools have a statutory duty to provide a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for later life (Education Act 2002, s.78). SEND statutory guidance also requires preparation for adulthood outcomes, alongside statutory RSHE/Health Education and careers guidance. Our PD/PfA continues to ensure disadvantaged pupils access these entitlements equitably, through curriculum, ethos and lived experience.	4,2,5
Implement an OPAL-informed continuous provision culture for playtimes/lunchtimes, beginning on the Junior site (resources, zoning, routines, risk-benefit approach and adult facilitation), alongside whole-	https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/?utm EEF behaviour guidance emphasises the importance of consistent whole-school routines and prevention to reduce disruption and support learning, and EEF implementation guidance highlights that sustained impact depends on careful implementation and embedding into everyday practice, matching the OPAL	5,2

<p>school training on continuous provision. Practice will then be streamlined and rolled out across other sites through shared routines, coaching and monitoring, so inclusive, purposeful play becomes consistent across the week.</p>	<p>model's focus on culture, routines and staff practice rather than short-term staffing fixes.</p>	
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Total budgeted cost: £ 106,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section reviews outcomes for disadvantaged pupils (Pupil Premium) in the previous academic year (2024/25). Outcomes have been assessed using the school's summative and formative assessment information (progress towards end-of-year targets), alongside analysis of attendance, behaviour and wellbeing indicators.

Overall, end-of-year data shows that disadvantaged pupils made **expected or better progress** and were broadly **in line with non-pupil premium peers** across core curriculum areas and wider curriculum strands.

Literacy (average % making good progress towards end-of-year targets):

- Reading: **PP 95%** vs Non-PP **97%**
- Writing: **PP 100%** vs Non-PP **98%**

Numeracy (average % making good progress towards end-of-year targets):

- Number: **PP 100%** vs Non-PP **98%**
- Shape, Space & Measure: **PP 89%** vs Non-PP **92%**

Wider curriculum (average % making good progress towards end-of-year targets):

- My Body: **PP 95%** vs Non-PP **94%**
- My Creativity: **PP 90%** vs Non-PP **93%**
- My World: **PP 90%** vs Non-PP **93%**

These outcomes indicate that disadvantaged pupils are accessing learning well and achieving comparably to non-disadvantaged peers across most areas, supporting our assessment that the strategy is broadly on track.

Communication and interaction (access and progress)

Monitoring and classroom practice indicate strong total communication across the school, including speech, Makaton, symbols and visual supports (e.g., now/next boards, finished boxes and structured routines). End-of-year outcomes also demonstrate strong progress in communication-linked areas: **Speaking 94%** and **Listening 93%** of PP pupils making good progress towards end-of-year targets. Work

to develop a shared communication library was partially completed and will be finalised to further strengthen consistency and staff access to resources.

Behaviour and engagement

End-of-year behaviour analysis shows a small reduction in recorded incidents compared with the previous year, with a steadier weekly pattern and fewer extreme spikes. The most frequently recorded behaviours (frequency entries) remained refuse to follow instructions, scream/shout, and hit others (no mark/bruise), indicating ongoing regulation and demand-related needs rather than sustained high-impact behaviour.

Behaviour peaks were typically short-lived and broadly aligned with transition points (e.g., September settling-in, post-holiday returns). A notable cluster around March (weeks 22–25) coincided with staffing absence/changes, and trends stabilised once consistency returned.

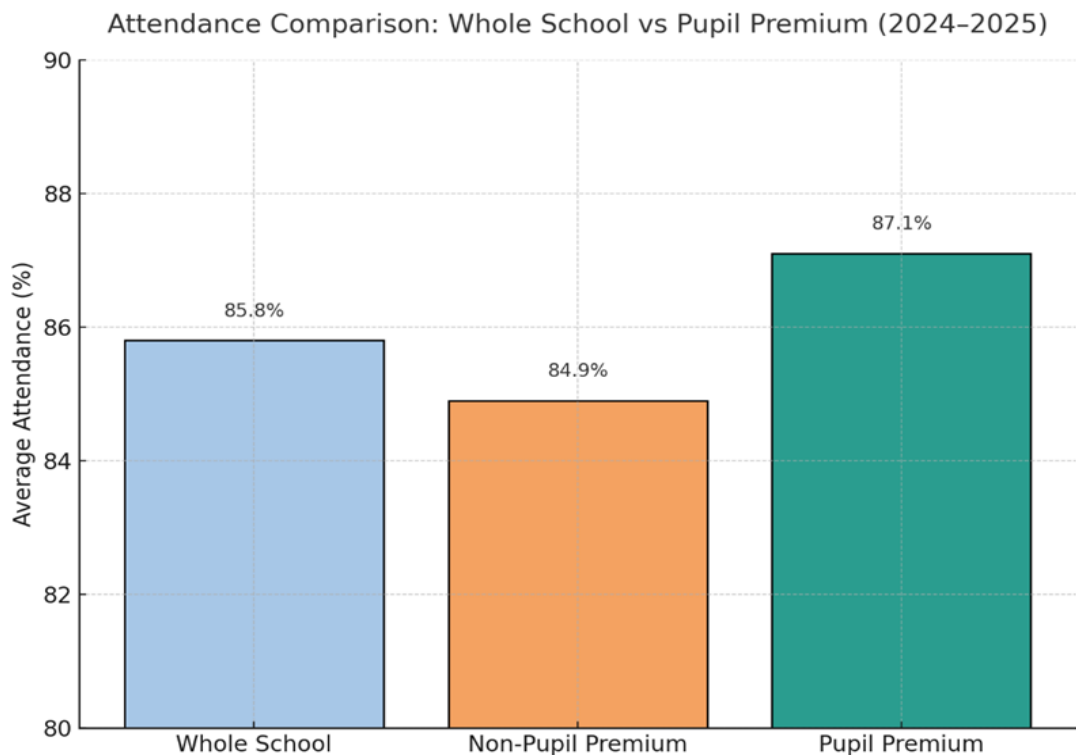
Most incidents were categorised as Green (low impact, managed within established strategies). Red incidents were extremely rare and related mainly to absconding/running in public settings.

Restrictive Physical Interventions (RPIs) were lower than the previous year. Where required, they were concentrated within higher-complexity cohorts and most commonly occurred during Session 3 and lunchtime play/break, primarily to prevent injury to self or others and consistent with proportionate, last-resort practice.

Attendance and wellbeing

Attendance analysis was reviewed alongside attainment and behaviour to understand wider barriers impacting pupils' performance:

- Whole-school attendance (2024/25): **85.8%**
- Pupil Premium: **87.1%**
- Non-Pupil Premium: **84.9%**



This suggests that attendance for disadvantaged pupils was a relative strength in 2024/25, supported by early identification, family engagement and inclusive practice.

Breakfast club continued as a supportive offer (EYFS–KS4), with uptake particularly at the Infants site, providing a consistent start to the day and supporting readiness to learn.

Strategy evaluation: what worked well, and what we are changing

Across 2024/25, the strategy worked well where support was embedded into daily practice and staff had coaching and follow-up to sustain consistency (including regulation-informed approaches and staff development). We also strengthened our wellbeing provision: a Thrive practitioner completed training and began leading emotional regulation work, including class-based approaches and targeted interventions now established across the school. Pupils accessing trauma-informed and wellbeing interventions were monitored using Motional; trends suggested improving regulation for targeted pupils (e.g., stronger social engagement and reduced social defence responses), supporting greater availability for learning and relationships.

Some elements did not embed as intended due to staffing capacity and sustainability. In particular, the Play Leader model delivered some resources and supported interactions but did not achieve consistent coverage due to recruitment and role changes. In response, our 2025/26 plan shifts towards **continuous provision** and a whole-school culture approach (training, agreed routines and adult facilitation) to improve social engagement and reduce dysregulation at unstructured times.

Sensory-informed practice was strengthened further through commissioned OT input: OT reports provided detailed sensory recommendations for pupils with complex profiles, and staff working closely with sensory-seeking pupils received targeted sensory processing training to improve consistency and implementation across school and home.

Externally provided programmes

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

Programme	Provider
Thrive Approach (SEL/wellbeing framework, training/licence)	Thrive Approach
Occupational Therapy (sensory profiling/reports and staff training)	Sensory West

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.