



## 3 Year Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This period is from 2024-2027

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.

At Brompton Hall, we are committed to ensuring that all our pupils, regardless of their background or starting points, receive the support they need to achieve their full potential. Our school provides education for children with an Education, Health, and Care Plan (EHCP) specifically for Social, Emotional, and Mental Health (SEMH) needs. We recognise the challenges our pupils face and understand that those eligible for Pupil Premium funding often experience additional barriers to learning.

The Pupil Premium Grant (PPG) is used strategically to support our pupils in overcoming these barriers, improving their academic progress, emotional wellbeing, and readiness for learning. We adopt a holistic approach, integrating therapeutic interventions, targeted academic support, and enrichment activities to create a nurturing and structured learning environment.

### School overview

Detail	Data
School name	Brompton Hall School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	74.3%
Academic year/years that our current pupil premium strategy plan covers	2024–2025 2025–2026 2026–2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	C Goodaire
Pupil premium lead	D Law
Governor / Trustee lead	Terry Johnson



## Funding overview (academic year 2022-2023)

Detail	Amount
Pupil premium funding allocation this academic year	£63,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,965



## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

The nature of the barriers to learning are very specific to individual pupil needs, for this reason each student has a personalised 360 assessment. This is evaluated to specify the individual approaches that will be provided to overcome the barriers to learning for each child. Some specific barriers are explained below.

There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

Pupils have made less academic progress compared with previous year groups

There is a large attainment gap for disadvantaged pupils, which seems to have grown.

Whilst much of the research is primary based, the in-school tracking and data analysis demonstrates a greater gap between PP and non-PP students in all areas: Academic, Social, Attendance and Reading.

The EEF Guidance on using Pupil Premium further supports this, as it states that disadvantaged students have been the worst affected by the pandemic.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Focused intent:

- Pupil Premium students to achieve and sustain average attendances, which are in line with their non-PP peer averages.
- Pupil Premium students, with a reading age on entry that is more than 2 years below their chronological age, to receive targeted intervention or identification and strategies for reading difficulties to bring reading age averages in line with their on-PP peers by the end of year 11.
- Pupil Premium students make progress in their Holistic Development Profile, bringing them in line with their non-PP peers.
- Pupil Premium students have increased enrichment/therapy opportunities, bringing them in line with their non-PP peers.

## Challenges

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

Our pupils often face multiple challenges that impact their ability to engage fully in education, including:

Challenge number	Detail of challenge
1	<p><b>Social, Emotional, and Mental Health (SEMH) Needs:</b>  <b>Many pupils require targeted therapeutic interventions and support to manage emotions and develop resilience.</b></p> <p>Our assessments, observations and conversations with the pupils show that every day activities can be very challenging for these pupils, their sleeping patterns are affected and mornings are therefore difficult. The dysregulation in a morning can therefore affect attendance and in turn affect the progress that these pupils make.</p>
2	<p><b>Academic Gaps:</b></p> <p>Due to disrupted schooling experiences, some pupils have significant gaps in their learning and need tailored interventions.</p> <p>Almost all Pupil Premium pupils arrive on roll with significant gaps in learning, particularly in their foundational skills.</p>
3	<p><b>Engagement</b></p> <p>Pupils that attend the Brompton Hall School have had previous negative experiences in education. Many pupils have been out of education for some time, levels of engagement will be a barrier for some and the challenge within school is for the staff to encourage the pupils to reengage in a number of ways, inspiring the pupils and getting them excited about their learning again. The lack of engagement also affects the attendance.</p>
4	<p><b>Communication and Interaction Difficulties</b></p> <p>These difficulties impact the pupil's ability to engage effectively in learning and social situations. These challenges can manifest in several ways:</p> <p>Expressive Language Difficulties – Many pupils struggle to articulate their thoughts, ideas, and emotions clearly, leading to frustration, misunderstandings, and difficulty participating in class discussions.</p> <p>Receptive Language Difficulties – Understanding and processing spoken language can be challenging for some pupils, affecting their ability to follow instructions, comprehend lessons, and engage in conversations with peers and staff.</p>

	<p>Social Communication Challenges – Difficulties in understanding non-verbal cues, turn-taking, and maintaining appropriate social interactions can lead to social isolation, anxiety, and conflict with peers.</p> <p>Speech and Language Needs – Many pupils require targeted Speech and Language Therapy (SaLT) support, including interventions to develop vocabulary, sentence structure, and comprehension strategies.</p> <p>Impact on Emotional Regulation – Communication difficulties often contribute to heightened anxiety and difficulties in self-regulation, which can lead to emotional outbursts, withdrawal, or disengagement from learning.</p> <p>Barriers to Literacy Development – Limited language skills can affect reading comprehension and written expression, making it difficult for pupils to access the curriculum fully.</p>
5	<p><b>Social and emotional difficulties</b></p> <p>All Pupil Premium pupils that arrive at Brompton Hall School have social and emotional needs. Many pupils are working with many other agencies out of school to support this. Support and target setting within the SEMH curriculum is extremely important to ensure that the pupils are ready to learn and are ready for their next stage in their education or working life. All Pupil Premium pupils at Brompton Hall School are vulnerable and have experienced some trauma in their life. Holistic Development Profile baselines demonstrate Pupil Premium students score low.</p>
6	<p><b>Attendance and Readiness to Learn</b></p> <p>Some pupils face difficulties in attending school regularly due to anxiety or external circumstances.</p> <p><b>Anxiety and Mental Health Difficulties</b> – Many pupils struggle with school-related anxiety, sensory sensitivities, or past negative educational experiences, making it difficult for them to attend school regularly or transition into the learning environment smoothly.</p>

	<p>Dysregulated Sleep Patterns – Some pupils experience disrupted sleep due to anxiety, trauma, or ADHD-related challenges, leading to lateness, exhaustion, and reduced concentration in class.</p> <p>Family and Home Circumstances – External factors such as family instability, financial hardship, or lack of routine at home can contribute to poor attendance, lateness, or irregular school engagement.</p> <p>Transport and Accessibility Issues – Some pupils rely on specialist transport services to get to school, and any disruptions (e.g., issues with transport availability or refusal to travel) can result in increased absences.</p> <p>Medical and Wellbeing Concerns – Pupils with additional health needs, medication requirements, or difficulties in self-care may struggle with attendance due to frequent medical appointments, illness, or fatigue.</p> <p>School Avoidance and Disengagement – Some pupils, due to previous negative schooling experiences, low self-esteem, or fear of failure, may avoid attending school altogether, requiring intensive intervention and pastoral support to rebuild trust and engagement.</p> <p>Poor attendance and difficulties in readiness to learn limit pupils' access to high-quality teaching and interventions, affecting their academic progress, social development, and emotional wellbeing. Gaps in learning accumulate over time, making it harder for pupils to meet their potential, develop positive attitudes towards education, and build the resilience needed for lifelong success.</p>
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## 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
PP pupils make progress at a rate, which is in line with their non-PP peers. 1.1 and small	Progress rate differences between PP and non-PP students are reduced to less than 8%.

group delivered by external subject specialised tutors.	
To support PP pupils in their morning routines and preparing for the school day. Staff to carry out home visits, collect pupils and the Pastoral Team to meet and greet in school to support with transition. Specific monitoring and staff intervention for identified PP students whose attendance is below that of the non-PP student average	<p>PP pupil attendance is in line with their non-PP peers.</p> <p>Increased parental engagement – working with the families to ensure all relevant services are involved.</p> <p>Increased performance in the classroom.</p>
To increase the ‘therapeutic’ interventions for PP pupils to reduce the gap between them and their peers using the HDPs.	<p>Reduction in incidences on Behaviour SMART and CPOMS.</p> <p>Visible progress seen on HDP assessments each half term.</p>
PP pupils displaying reading ages that are lower than their chronological age will receive additional reading interventions.	100% of PP pupils demonstrate reading progress which maintains the gap or closes the gap. Where progress is not made at this rate, further investigation determines appropriate support and referral (e.g., Speech and Language).
Dyslexia testing in place for identified PP pupils.	Qualified external provider delivering screening, outcomes collated and access arrangements adapted if required for testing.
External commissioning opportunities in places for identified PP pupils.	Increased attendance for PP pupils on these external courses. Completion of course and possible further courses.
All PP pupils have access to increased enrichment opportunities, with discussed and reviewed strategies focussed on their HDP targets to increased progress on SEMH curriculum.	<p>100% PP pupils access increased enrichment opportunities.</p> <p>100% of PP students make progress in their HDP baselines.</p>
PP pupils effectively and timely referred to external and internal professional support, as a result of effective CPOMS reporting and monitoring. Adapt the services and resources on site to suit the needs of the PP pupils resulting in an increased level of regulation and performance in class.	100% of identified PP pupils, through effective CPOMS monitoring and analysis, signposted to relevant and appropriate professionals.



**Activity in this academic year**

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

**Our Approach** - Our Pupil Premium strategy is based on a tiered approach, ensuring that funding is allocated effectively to address pupils' individual needs.

**Tier 1 - Teaching**

- **Tier 1 – High-quality teaching (£19,200 – 30%)**
- CPD and trauma-informed practice training
- SEMH curriculum development (resources + staff release)
- External training (Team Teach, mental health first aid, relational practice)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in high-quality professional development to ensure staff have the skills to support pupils with SEMH needs.</p> <p>Implementation of trauma-informed and relational approaches to teaching and learning.</p> <p>Development of a bespoke SEMH</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><b>Training Records &amp; Certificates</b> – Documentation of staff participation in training sessions, including:</p> <ul style="list-style-type: none"> <li>- Trauma-informed practice</li> <li>- De-escalation strategies – Team Teach</li> <li>- Mental health first aid</li> <li>- Emotion coaching</li> <li>- Attachment-aware and relational approaches</li> </ul> <p><b>Staff Feedback &amp; Evaluations</b> – Surveys or qualitative feedback on the impact of training on classroom practice and confidence in supporting SEMH pupils.</p> <p><b>Lesson Observations &amp; Learning Walks</b> – Evidence of staff embedding SEMH strategies, such as restorative approaches, co-regulation techniques, and use of emotional check-ins.</p> <p><b>CPD Impact Reports</b> – Internal or external reviews measuring how professional development has improved staff confidence and pupil outcomes.</p>	<p>1 2 3 4 5</p>

<p>curriculum to address emotional literacy, resilience, and coping strategies.</p>	<p><b>Case Studies</b> – Examples of individual pupils benefiting from improved staff knowledge, showcasing positive behavioural or emotional progress.</p> <p><b>School Behaviour and Engagement Data</b> – Reduction in suspensions, physical interventions, or crisis incidents following trauma-informed implementation.</p> <p><b>Pupil Voice</b> – Surveys, interviews, or feedback from pupils on their experiences of relational approaches and how they feel supported.</p> <p><b>Staff Reflections &amp; Case Studies</b> – Qualitative evidence from staff on how trauma-informed practices have changed their approach to classroom management and pupil interactions.</p> <p><b>Therapeutic and Pastoral Support Logs</b> – Records showing increased engagement with wellbeing interventions, presented in floor books and HD books.</p> <p><b>Parent/Carer Feedback</b> – Reports from families on improvements in behaviour, emotional wellbeing, and engagement in school.</p> <p><b>Restorative Practice Logs</b> – Evidence of restorative conversations and mediation sessions reducing conflict and exclusions. (initially starting with an external worker).</p> <p><b>Curriculum Plans &amp; Schemes of Work</b> – Clear documentation of SEMH-focused lessons covering emotional regulation, resilience, coping skills, and social communication.</p> <p><b>Lesson Observations &amp; Work Scrutiny</b> – Evidence of high-quality SEMH teaching, including pupil engagement, discussion, and skill development.</p> <p><b>Pupil Progress Data</b> – Assessments of pupils’ emotional literacy, self-regulation, and coping skills before and after curriculum implementation using the HD skills.</p> <p><b>Intervention Impact Reports</b> – Analysis of targeted SEMH interventions and their success in improving pupils' ability to manage emotions and behaviour.</p> <p><b>Pupil and Parent Feedback</b> – Comments and reflections on how the SEMH curriculum has helped pupils develop confidence and coping strategies.</p>	
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	<b>Pastoral Support Logs</b> – Evidence of pupils accessing and applying coping strategies in real-life situations – Zones of Regulation.	
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## Tier 2 – Targeted Academic and SEMH Interventions

### Targeted academic & SEMH interventions (£28,785 – 45%)

- 1:1 tuition (English/Maths, reading interventions, Fresh Start)
- Speech & Language Therapy & Occupational Therapy input
- Therapeutic interventions (counselling, Thrive, WRAP, play therapy)
- External specialist tutoring (subject expertise, dyslexia screening)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small-group interventions in English and Maths to close attainment gaps.</p> <p>Access to specialist staff, including Speech and Language Therapists and Occupational Therapists.</p> <p>Therapeutic interventions such as counselling,</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Reading intervention, focussing on reading comprehension, demonstrates high impact results. It enables effective identification of reading difficulties which can then be assessed by the wider SEND team or professionals where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Reading aloud and book discussion is one form of effective intervention for progress.</p> <p>Reading interventions include Fresh Start <a href="https://educationendowmentfoundation.org.uk">Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 3 4 5

<p>play therapy, and emotional literacy support.</p> <p>Set up intervention and therapy spaces around the school for pupils to access.</p>	<p><b>Baseline and Progress Data</b> – Assessment scores before and after interventions (e.g., standardised tests, teacher assessments, phonics screening, reading ages, numeracy assessments).</p> <p><b>Intervention Plans &amp; Records</b> – Documentation of intervention structure, frequency, and content (e.g., personalised learning plans, targeted support sessions).</p> <p><b>Pupil Work Samples</b> – Before-and-after examples of written work, reading comprehension exercises, or numeracy tasks demonstrating progress.</p> <p><b>Lesson Observations &amp; Learning Walks</b> Evidence of quality intervention delivery, pupil engagement, and differentiation.</p> <p><b>Pupil Voice</b> – Feedback from pupils on how the interventions have helped them improve confidence and skills.</p> <p><b>Attendance and Engagement Data</b> – Tracking attendance at interventions and monitoring improvements in classroom participation.</p> <p><b>Staff Feedback &amp; Impact Reports</b> – Evaluations from teachers and teaching assistants on the effectiveness of interventions and next steps.</p> <p><b>Referral Logs &amp; Assessment Reports</b> – Number of pupils accessing SaLT and OT services, along with individual assessments and recommendations.</p> <p><b>Therapist Session Records</b> – Logs detailing the type, frequency, and impact of interventions provided by SaLT/Ots/Other specialists services.</p> <p><b>Pupil Progress Reports</b> – Data showing improvements in speech clarity, expressive/receptive language, fine/gross motor skills, handwriting, sensory regulation, and self-care.</p> <p><b>Teacher &amp; Support Staff Training Records</b> – Evidence of staff receiving training from specialist services.</p> <p><b>Pupil and Parent Feedback</b> – Testimonials on how access to specialist support has improved confidence, communication, or independence.</p> <p><b>Work Scrutiny &amp; Observations</b> – Examples of improved written work, fine motor tasks, or engagement in classroom activities following targeted support.</p>	
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	<p><b>Referral and Attendance Data</b> – Records of how many pupils have accessed therapeutic support, session attendance, and duration of engagement.</p> <p><b>Pupil Wellbeing Assessments</b> – Pre- and post-intervention measures using HDP and WRAP.</p> <p><b>Case Studies &amp; Success Stories</b> – Examples of pupils showing improved self-regulation, reduced anxiety, or better peer relationships as a result of therapy.</p> <p><b>Therapist &amp; Pastoral Team Reports</b> – Professional evaluations detailing observed progress in emotional literacy, resilience, and coping strategies.</p> <p><b>Pupil and Parent Feedback</b> – Direct quotes or survey results reflecting improvements in emotional wellbeing and school engagement.</p> <p><b>Behaviour and Suspension Data</b> – Evidence of reduced incidents of dysregulation, crisis episodes, or suspensions following therapeutic input.</p>	
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### Tier 3 – Wider strategies to support wellbeing and engagement (£15,980 – 25%)

- Enrichment activities (outdoor learning, sports, arts, music)
- Pastoral & family liaison support (attendance, home visits, transport support)
- Mentoring & behaviour support programmes (restorative solutions, Prison Me No Way, resilience programmes)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities such as outdoor learning, arts, music, and sports to build confidence and engagement.	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p>	1 2 3 4 5

<p>Pupil welfare support to strengthen home-school partnerships and improve attendance.</p> <p>Personalised behaviour and mentoring plans to support self-regulation and positive social interactions.</p>	<p><b>Pupil Participation Data</b> – Records of attendance at enrichment sessions, identifying engagement levels and frequency of participation.</p> <p><b>Pupil Voice</b> – Surveys, interviews, or feedback forms where pupils reflect on their experiences, skills gained, and confidence improvements.</p> <p><b>Staff Observations &amp; Reports</b> – Evaluations from teachers and activity leaders on pupils’ engagement, skill development, and social confidence.</p> <p><b>Case Studies</b> – Individual success stories showcasing how enrichment activities have improved self-esteem, teamwork, and resilience.</p> <p><b>Work Samples &amp; Creative Outputs</b> – Examples of pupils’ work from arts, music, or outdoor learning projects (e.g., artwork, musical recordings, written reflections).</p> <p><b>Behaviour and Engagement Data</b> – Tracking changes in classroom participation, motivation, and attendance among pupils involved in enrichment activities.</p> <p><b>Parental Feedback</b> – Testimonials from parents about changes in their child’s enthusiasm, confidence, or willingness to engage in new experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Social skills are essential for student development.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p><b>Attendance Data Comparisons</b> – Analysis of attendance rates before and after targeted pupil welfare support, highlighting improvements.</p> <p><b>Home Visit &amp; Communication Logs</b> – Records of meetings, phone calls, or home visits detailing the support provided to families.</p> <p><b>Parent Engagement Records</b> – Attendance at school events, workshops, or parent support sessions facilitated by the family liaison team.</p> <p><b>Case Studies</b> – Individual examples of how pupil welfare interventions have helped improve attendance, punctuality, or family engagement.</p>	
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	<p><b>Pupil Progress Data</b> – Correlation between improved attendance and academic or social progress.</p> <p><b>Parental Feedback</b> – Surveys or testimonials from parents/carers on how the family liaison team has supported them.</p> <p><b>Behaviour Incident Logs</b> – Tracking reductions in behavioural incidents, exclusions, or crisis interventions for pupils with personalised plans. Using Behaviour SMART.</p> <p><b>Welfare Session Records</b> – Logs detailing the frequency, focus areas, and impact of mentoring sessions on pupils’ self-regulation and social interactions.</p> <p><b>Pupil Voice</b> – Feedback from pupils on how behaviour support plans and mentoring have helped them manage emotions and improve relationships.</p> <p><b>Emotional Literacy Assessments</b> – Pre- and post-intervention data showing progress in emotional regulation and social skills.</p> <p><b>Staff Feedback &amp; Observations</b> – Reports from teachers and pastoral staff on changes in behaviour, engagement, and peer interactions.</p> <p><b>Parental Input</b> – Comments from families on improvements in behaviour and emotional wellbeing at home and school.</p> <p><b>Case Studies</b> – Success stories demonstrating how targeted mentoring and behaviour interventions have improved individual pupil outcomes.</p>	
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## Total budgeted cost:

## Measuring Impact

We are committed to evaluating the impact of our Pupil Premium funding through:

- Regular analysis of academic progress and attainment data.
- Monitoring attendance and engagement levels.



- Tracking improvements in pupils' emotional wellbeing using SEMH assessment tools.
- Gathering pupil, parent, and staff feedback to refine our approach.

### **Pupil Premium Funding Allocation 2025 2026**

- **High-quality teaching initiatives: £19,200 – 30%**
- **Targeted interventions (academic and SEMH support): Tier 2 – (£28,785 – 45%)**
- **Wider strategies (enrichment, attendance support, mentoring): - (£15,980 – 25%)**

**Total: £63,965**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Whole school attendance last year was 60.39. Pupil premium attendance for last year was 60.29. This demonstrates that attendance of the pupil premium cohort which is an increase of 2% from the previous year.

Of the PP students there was an equal share of how students performed in both maths and English. Intervention for reading and targeted maths intervention was offered to fill gaps, offer repetition of work and boost confidence to achieve targeted grades. This was done on an intervention timetable for KS2, KS3 and KS4.

Pupil premium students were automatically given intervention to link in with their EHCP plan objectives. All objectives were reviewed at their next meeting

Our STAR reader assessment that was introduced last year, identified the PP students' reading ages, which ranged from 7 years to 16 years, for the youngest pupils, just slightly under the age-related performance.

Our core subject pathways, supported pupils to achieve a qualification in these core subject areas. Including Entry Level Qualifications and the GCSE pathway. Outcomes in mathematics were stronger than English outcomes last year. Some pupils also achieved a Science GCSE or Btech biology Level 1.

Our Holistic Development curriculum continued to help our PP students regulate and gain confidence with activities such as music therapy, lego therapy, art therapy, WRAP, pet therapy and enrichment options.

All of this coupled with subjects, have all contributed to the progress made by the PP students at Brompton Hall School



## Externally provided programmes

Programme
Accelerated Reader
Times Tables Rockstars
Talk About for Teenagers
Lexia
Racial Hate Crime Workshops
Words First
Numicon
Write from the Start
Fresh Start
Clever Writer
Thrive
WRAP – Barnardo's
Restorative Solutions
Prison Me No Way