



BREAKSPEARE SCHOOL PUPIL PREMIUM IMPACT STATEMENT 2018-19

The investment of our Pupil Premium has had a positive effect in improving the attainment and quality of our school provision for all pupils in this group. The targeted work for PP students has made a significant impact on the quality of provision at Breakspeare School for all students by increasing staff awareness, expertise and skills.

General

The following table summaries our usage of our PP allocation; the number of pupils who have benefitted from specific PP interventions and a brief summary of actions and their impact in this cohort.

PP used for	Amount £ allocated to interventions	Number of pupils eligible for PP who attended/benefitted	Brief summary of actions	Impact of actions
Individual and small group support (reading, writing, communication, sensory interventions, independence)	£ 13 000	12	A teacher and HLTA provided intensive interaction sessions and opportunities to practice communication, independence, literacy and numeracy skills on a 1:1 basis or in a small group.	Outstanding progress across the curriculum. Behaviour well managed that supports their socio-emotional wellbeing. 1:1 support for pupils making below expected progress in maths and literacy and targeted support to progress learners in their reading and numeracy where they were showing good progress. Pupils received intensive interaction sessions to develop their communication and highlight motivators to develop their learning.
Multisensory workshops for PMLD and ASD students.	£ 2000	34	Bamboozle theatre company workshops (PP allocation towards the cost; additional funding from PSA)	Highly individualised 1:1 workshops for ASD and PMLD students.- targeted interventions for communication and independence – levels of engagement. A sensory enrichment opportunity to utilise skills in a different learning environment.
Individual Therapies	£16 684	20	Individual and group music therapy sessions. Individual art therapy sessions Individual and group yoga sessions	Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Yoga has supported behaviours with self - regulation techniques, calming and developing listening and communication skills. At therapy – developing self expression, literacy, fine motor skills
Family support worker from West Hertfordshire Partnership	£ 2000	5	Family worker to work with one family per time providing advice, modelling good practice and support.	Individualised family work: agreed targets met; positive feedback from the families indicated that interventions were needed and successful. Parents well supported through difficult times. They accessed external support and engaged in preventative support.



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Curriculum enrichment and community visits	£5000	34	To teach 'life skills' providing real life experiences and learning activities such as shopping and using the community – café / library. Music Teacher - employed for Guitar / drumming / keyboard lessons. Enabling pupils to access residential trip.	To develop 'life skills' in different setting and in the community, such as using money, making choices and travel training. Learning to play instrument and perform to an audience.
Life-skills classroom set up			The conversion of the classroom has been postponed this year due to needing the space for 1:1 behavioural support.	This surplus has been used in other planned areas
Literacy and Numeracy Catch up – Year 7	£500	4	Individualised reading resources – symbol and adapted stories for literacy sessions	Individualised access to literacy sessions through differentiated symbols and words.

Individual progress

Key	Progress	AE = Above expected progress (Outstanding) E = Expected progress (Good) UE= Under expected progress (Satisfactory)
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PP Students	Progress	General comments are made in line with maintain the students' anonymity
1	UE	Challenging behaviour difficulties due to minimum engagement with directed activities.
2	E	Overall good progress and ability to self regulate. Improved communication with adults and peers.
3	E	Overall good progress. Improving in engagement and cooperation with adult direction.
4	E	Good progress overall. Needs to be continue to be appropriately challenged in communication and learning.
5.	E	Good overall progress. Improved ability to self-regulate through sensory breaks.
6	E	Good progress overall. Benefitted from 1:1 intensive interaction and increased confidence in her own independence.
7	E	Overall good progress. Increased independence in class of older pupils.
8	AE	Outstanding progress overall particularly in reading. Needs to continue to be appropriately challenged in learning.
9	UE	Benefitted from developing engagement and interaction. Medical condition impacts on learning.
10	E	Overall good level of progress working on early communication and interaction skills.
11	E	Overall good level of progress. Benefitted from a high level of individual support.



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12	AE	Overall good level of progress. Developing in communication and engagement.
13	UE	Attachment and challenging behaviour difficulties due to family circumstances.
14	E	Good progress overall. Tolerating social routines and developing communication to request.
15	E	Intensive interaction made a positive impact on learning; improving engagement and concentration
16	E	Benefited from highly individualised support through therapies leading to engagement, interactions and social skills.
17	E	Good progress overall. Developing independence in life skills and communication skills.
18	E	Good progress overall. Increased vocalisations and communication through signing.
19	E	Overall good progress indicated by increased engagement and motivation to complete tasks and skills
20	E	Good progress overall. Regaining independence and improved choice making skills
21	AE	Developing in literacy and maths areas but also in social activities through play with peers.
22	E	Good progress overall. Significant focus on life skills and developing functional skills
23	E	Good progress overall. Highly motivated to improve communication skills through use of voice and signing.
24	AE	Outstanding overall progress. Developing ability to request and choose from more options. Increased independence in accessing school environment.
25	E	Good overall progress. Benefitted from music therapy and appropriate learning to motivate.
26	E	Good progress overall. Benefitted from Arts Award and ASDAN based curriculum.
27	E	Good progress overall. Developing regulation of behaviour and engagement levels in class lessons.
28	UE	High level of absence due to hospitalisation.
29	E	Generally good progress in leaning. Benefits from intensive interaction and individualised support.
30	UE	High level of absence due to hospitalisation.
31	E	Good progress overall. Benefited from yoga and regulation support. Support with appropriate behaviour around adults.
32	E	Good overall progress. Supported in transitions and independence skills.



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33	E	Good overall progress. Supported in communication and transition skills.
34	E	Significant sensory needs impact on learning. Use of structure, TEACCH and visuals have improved learning