



BREAKSPEARE SCHOOL PUPIL PREMIUM IMPACT STATEMENT 2019-20

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)	£ 13 070	12	To develop and train intervention LSA /HLTA for intensive interaction, play therapy sessions, providing opportunities to practice communication, independence, literacy and numeracy skills or delivered on a 1:1 or small group basis.	Outstanding progress across the curriculum. Behaviour well managed that supports their socio-emotional wellbeing. 1:1 targeted support for pupils to consolidate learning in reading, phonics and numeracy and provide reinforcement and repetition to enable students to make secure progress. Pupils received intensive interaction sessions to develop their communication and promote higher levels of engagement in activities.
Multisensory workshops for PMLD and ASD students.	£ 5000 Performances; ASD £1000 PMLD £1000 3 day project £3000	19	Bamboozle theatre company workshops (PP allocation towards the cost; additional funding from PSA) Bamboozle 3 day project. Focus group of students where sessions are modelled by Bamboozle staff and INSET for relevant staff	One PMLD production for 24 students in total, (6 PP) over 4 sessions. Impact – high pupil engagement in production and participation, One ASD production for 24 students in total, (10 PP) over 4 sessions. High levels of engagement, concentration, observation skills. 3 day project for 8 students (3 PP). Four workshops modelling interaction with students and four breakout discussion sessions with staff. High levels of engagement and participation in learning activities. Discussion groups gave staff opportunities to develop their skill set and strategies when working with pupils with ASD and promoting higher engagement..
Individual Therapies	£13000	20	Individual and group music therapy sessions.	Music Therapy (3 PP) Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Pupil 1; She can now sit, wait and listen, take turns, engage in turn taking on the drum and enjoy creative



			<p>Individual art therapy sessions</p> <p>Dog therapy sessions provided by Canine Assisted Learning</p>	<p>playing on the piano. Concentration skills have developed and she has started to engage in explorative play.</p> <p>Pupil 2: Has started clapping at the ending of musical improvisation. Her vocalisations have become pitched and musically connected. This development of musical and rhythmic awareness is quite profound and shows that she is innately musical.</p> <p>Pupil 3: Had initial sessions to follow on from Art Therapy and were based around her attachments with parents and regulatory behaviour and building positive relationships.</p> <p>Art therapy (3PP) developing self expression, literacy, fine motor skills.</p> <p>(10 PP) CAL has provided students with opportunities to develop communication and work on speech and language targets, numeracy and appropriate interaction and care for animals.</p> <p>NOTE; CAL also provided a counselling service for parents /staff while they were unable to provide the therapy to students due to COVID 19 and this received very positive feedback from those that took part in the service.</p>
Family support worker from West Hertfordshire Partnership	£ 2000	4	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.
Curriculum enrichment and community visits	£2000	25	To teach 'life skills' providing real life experiences and learning activities such as shopping and using the community – café / library. Music Teacher - employed through music service for Guitar / drumming / keyboard lessons.	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.



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	E	Overall good progress and ability to self regulate. Improved communication with adults and peers
2	E	Overall good progress. Improving in engagement and cooperation with adult direction.
3	AE	Good progress overall. Now in class group where he is appropriately challenged in communication and learning
4	E	Good overall progress. Improved ability to self-regulate through sensory breaks.
5	UE	Benefited from developing engagement and interaction. Medical condition impacts on learning.
6	E	Overall good level of progress working on early communication and interaction skills
7	UE	Opportunities to develop independence skills – trip to shops but will benefit from individualised timetable and sensory breaks.
8	E	Developing appropriate communication skills, through music therapy and responding to routines and learning.
9	E	Benefitted from individualised curriculum and own space for self regulation. Presenting with challenging behaviour.
10	E	Intensive interaction made a positive impact on learning; improving engagement and concentration
11	AE	Overall good level of progress and developing good conversational language and taking more responsibility for work and jobs around the school.
12	E	Benefited from highly individualised support through therapies leading to engagement, interactions and social skills.
13	E	Developing leisure skills and preparation for transition to college.
14	E	Good progress overall. Increased vocalisations and communication through signing.
15	E	Good progress overall. Higher expectations of learning and independence.



OPPORTUNITY WITH DIGNITY

16	E	Good progress overall especially in area of communication.
17	E	Good overall progress in independence and communication. Willingness to try new learning and significant increase in interaction with peers.
18	E	Expected progress and development of consistent communication.
19	AE	Good overall progress across all the curriculum and benefitted from a class of similar ability to grow in skills and knowledge.
20	E	Good overall progress with focus on transition and next steps to college.
21	E	Significant sensory needs impact on learning. Use of structure, TEACCH and visuals have improved learning
22	E	Good overall progress in learning across curriculum and independence – preparation for moving to Breakspeare site.
23	E	Good overall progress in physical mobility and awareness. Responding to sensory based curriculum.
24	E	Good overall progress with developing skills and concentration on tasks and ability to follow instructions and routines.
25	E	Benefitted from therapies that support her need for communicating her feelings and her understanding of attachments through a year of being on a CP Plan.
26	E	Good overall progress as responded to focus on social communication and emotional regulation.
27	E	Responded well to being back in school after long absence and regaining skills and confidence.
28	E	Good progress overall. Benefitted from yoga and regulation support. Support with appropriate behaviour around adults
29	E	Good progress overall with support to regulate emotions and prepare for transition to college.
30	UE	Under expected progress due to ability to manage transitions and cooperate with adult led interventions.
31	E	Good overall progress but has needed consistent staffing to enable this progress.