



## BREAKSPEARE SCHOOL PUPIL PREMIUM IMPACT STATEMENT 2020-21

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.

The intentions and impact of pupil premium spending have all been modified against the context of a COVID 19 year of lockdowns, phased returns and risk assessments set in place to safeguard all pupils and outside agencies from corona virus.

### 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)	£ 13 500	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.  Staff training included; Attention Autism and Pre Reading Skills	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;	25	Bamboozle theatre company workshop – Outdoor performance of Firebird.  Wizard of Oz Production Soundabout Electric Umbrella – in person and online sessions	High levels of engagement, concentration, observation skills.  Developing communication skills and ability to copy and join with familiar songs, and anticipate / respond / move to familiar rhythms or interact with instruments.
Individual Therapies	£15000	20	Individual and group music therapy sessions.	Music Therapy Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Due to COVID some sessions were provided online and videos and activities were uploaded onto TEAMS for parents to access virtually e.g. a wake and shake video and a calming video.  One pupil continued with face to face sessions that were based around her



			Dog therapy sessions provided by Canine Assisted Learning	<p>attachments with parents and regulatory behaviour and building positive relationships and understanding her emotions.</p> <p>(10 PP) CAL has provided students with opportunities to interact through online sessions with classes and then to do 1:1 sessions since April to develop communication and work on speech and language targets, numeracy and appropriate interaction and care for animals.</p> <p><b>NOTE;</b> 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.	Due to COVID these activities were limited until restrictions made them possible in the Summer term. Developed 'life skills' in different setting and in the community, such as using money, making choices and travel training.

### Individual progress

<b>Key</b>	<b>Progress</b>	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	Expected progress and developing ability to self regulate and recognise emotions.
2	AE	Overall above expected progress related to higher levels of engagement, and cooperation with an increased ability to follow adult instructions.



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3	E	Good progress overall. Now in class group where he is appropriately challenged in communication and learning
4	E	Good overall progress. Improved ability to communicate through use of PECs and self-regulating through sensory breaks that include sensory gym and cycling.
5	UE	Benefited from developing engagement and interaction. Medical condition significantly impacts on learning.
6	UE	Shielding for most of the year but returned to school in Summer term and restoring her engagement levels.
7	E	Good general progress in engaging in learning, developing communication and benefiting 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. Presented with challenging behaviour and moved placements to out of county.
10	E	Intensive interaction made a positive impact on learning; improving engagement and concentration but COVID had some impact on mobility skills.
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	Good progress overall. Increased vocalisations and communication through signing and having music therapy.
14	E	Shielding for majority of the year at the parents request.
15	E	Good progress overall especially in area of communication and concentration levels.
16	E	Good overall progress in independence transitions and communication. Willingness to try new learning and significant increase in interaction with peers.
17	E	Good overall progress – learning to manage emotions, behaviour and working with peers.
18	UE	Shielding for majority of the year at the parents request.
19	E	Expected progress across all the curriculum and benefitted from a class of similar ability to grow in skills and knowledge.



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20	E	Expected progress assisted by new ASD classroom with his own quiet room – enhanced concentration and focus.
21	E	Made smooth transition from Meadow Wood to Breakspeare and continued to make progress.
22	E	Good overall progress, developing communication and independence skills in line with peers.
23	E	Good overall progress with developing skills and concentration on tasks and ability to follow instructions and routines.
24	E	Benefitted from therapies that support her need for communicating her feelings and her understanding of attachments through a return to a CP Plan.
25	E	Good overall progress as responded to focus on social communication and emotional regulation.
26	UE	Limited progress due to COVID shielding and absence due to illness and low general wellbeing
27	E	Good progress overall. Support with appropriate behaviour around adults.
28	E	Expected progress due to part time timetable implemented. This has supported his energy levels and ability to engage.
29	E	Good overall progress but continues to need consistent staffing to enable this progress.