



## BREAKSPEARE SCHOOL PUPIL PREMIUM IMPACT STATEMENT 2021-22

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 and writing, communication, sensory interventions, independence)	£ 5000	12	To develop staff interventions for intensive interaction and play therapy sessions, providing opportunities to practice communication, independence, literacy and numeracy skills. These can be delivered on a 1:1 basis or in a small group.	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.
Multisensory workshops for PMLD and ASD students	£5000	24	Workshops included; Electric Umbrella M and M productions Music Service provision	High levels of engagement, concentration and 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 Including staff training	£ 11600	15	Individual and group Music therapy sessions  Canine Assisted Learning (CAL)	Music Therapy Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Other impacts have included; Regulating arousal levels Developing choice making Turn taking Recognising and labelling emotions Expressing feelings through non verbal play.  CAL has provided students with opportunities to interact with Charlie by developing their communication and working on speech and language targets, numeracy and appropriate interaction as well as learning to care for animals.
Family Support Worker from West Hertfordshire Partnership	£3400	4	Family worker to work with one or two families at a 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.



				<p>Including;</p> <p>Accessing direct payments to support families to have respite</p> <p>Evaluation of benefits for families</p> <p>Applying for higher level disability allowance</p> <p>Building parents confidence when faced with difficult home issues.</p>
Employment of Trips and Visits Coordinator who will facilitate community visits	£17 500	28	A staff member will be employed to enable trips and visits to the community to support independence and life skills. The staff member will be a minibus driver and will organise and plan aspects of trips alongside the class teacher.	We were unable to recruit for this role so re-allocated money for enrichment trips, staffing and enrichment activities planned for the school day.
Individualised equipment	£3680	10	Equipment will be identified and purchased in line with EHCP targets that enhances students' learning or gives them access to communication and independence opportunities that they may not otherwise have had.	Equipment and resources were purchased based on individual need. This included noise reducing and wireless headphones to support with sensory issues for a student with AS, iPads were purchased for communication to develop use of PECs and choice making. New bicycles and a go cart supported independence and sensory breaks outside.

### Individual progress

<b>Key</b>	<b>Progress</b>	<p>AE = Above expected progress (Outstanding)</p> <p>E = Expected progress (Good)</p> <p>UE= Under expected progress (Satisfactory)</p>
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PP Students	Progress	General comments <b>are made in line with maintain the students' anonymity</b>
1	AE	Above expected progress through use of music therapy to recognise emotions and learn to initiate with confidence. Ready to transition as one of leavers this year.
2	E	Good progress related to accessing music therapy and its flexibility to express his emotions through music and drawing. Consistent classroom strategies have increased his ability to follow adult instructions.
3	UE	Absent from school for whole year, only recently had two visits to school for transition.
4	E	Good progress overall as new starter in Squirrels class. Familiar with routines and developing early communication skills.
5	E	Good progress overall. Now in class group where he is appropriately challenged in communication and learning
6	AE	Above expected progress through having a voice with his access to iPad with PECs app. Developed self-regulating skills and increased independence across the board.



7	AE	Above expected progress through opportunities to develop confidence and independence skills in community trips and visits.
8	E	Good progress overall in learning through increased opportunities to stretch his reading and numeracy knowledge e.g. phonics awareness.
9	UE	Benefited from developing engagement and interaction. Medical condition significantly impacts on learning.
10	E	Good general progress showing increased awareness and engagement particularly in music sessions and dog therapy.
11	AE	Good general progress in engaging in learning, developing communication through use of now and next and increased PEC's knowledge.
12	E	Developing appropriate communication skills, and responding to consistent routines and learning to engage for increasing time at table top task. .
13	AE	Above expected progress through increased engagement, awareness and responding in music sessions and dog therapy.
14	AE	Above expected progress as more responsible for work and jobs around the school as well as opportunities for functional skill development with community trips.
15	AE	Above expected progress as so self - regulated, interacting with peers, accessing learning and engagement with curricula.
16	E	Benefited from highly individualised support through therapies leading to engagement, interactions and social skills.
17	AE	Above expected progress as continued to be well regulated, developed communication through music therapy and managing in different contexts and environments outside in the community.
18	E	Good overall progress having had a year back in school and regained his confidence and communication skills in initiating and choice making.
19	E	Good progress overall especially in area of communication and concentration levels.
20	UE	Under expected progress due to behaviours and difficulty in managing his space and contact with peers so did his learning in soft play room with 1:1.
21	E	Good overall progress maintained in independence, transitions and communication. Willingness to try new learning and significant increase in interaction with peers.
22	E	Good overall progress having had a year back in school and regained her confidence and communication skills in initiating and choice making in different contexts.
23	E	Good progress overall from a starting point of only having an hour in school to being at school full time. Engagement is generally higher in mornings and working with peers is an ongoing target.
24	E	Expected progress across all the curriculum and benefitted from a class of similar ability to grow in skills and knowledge.
25	E	Continues to make expected progress generally assisted by having his own quiet room – enhanced concentration and focus, supported by good use of Zones of Regulation.
26	E	Good overall progress, developing communication and independence skills in line with peers.



27	E	Good overall progress with developing skills and concentration on tasks and ability to follow instructions and routines independently.
28	E	Overall expected progress in communication and responsiveness to learning.
29	E	Good overall progress as benefitted from AS classroom environment and responded to focus on social communication and emotional regulation.
30	E	Good overall progress and made transition to BS from MW really easily and shows good engagement in learning and curricula.
31	E	Good progress overall. Continues to benefit from music therapy for self- regulation and expression of emotions in relation to her complex family situation.
32	E	Expected progress despite having a challenging year with anxiety and confidence levels with peers in his class.
33	E	Overall expected progress. Developed ability to communicate with familiar adults and her engagement in curricula has improved alongside her independence skills and she benefits from AS classroom organisation.
34	E	Expected progress within classroom context. Benefitted from community trips and focus on regaining physical strength after last year as well as engaging in intensive interaction with adults.
35	AE	Above expected progress as he adapted to changes and accesses wider community visits and trips more appropriately. Developed independence skills e.g. recycling.
36	AE	Above expected progress attributed to AS classroom with his own room that supports his arousal levels and has helped him to engage in learning with peers and engage for increased times. Also benefitted from learning to work with Charlie the dog.
37	E	Expected progress overall. Bespoke opportunities for regulation through use of lunchtime swimming but has been able to have overnight respite for first time.