



BREAKSPEARE SCHOOL PUPIL PREMIUM IMPACT STATEMENT 2022-23

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)	£ 2135	12	To develop staff interventions and provide 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. Supported by training in 'See and Learn' and phonics training.
Multisensory workshops for PMLD and ASD students	£7500	35	Workshops included; Electric Umbrella M and M productions – A Christmas Carol Embracing Arts Sensory Theatre Arts Award	Increased 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. Arts Award – extensive weekly creative / drama and arts opportunities through the year culminating in a show to parents and staff. 3 pupils aiming for Silver Award this year.
Individual Therapies Including staff training	£ 23000	20	Individual and group Music therapy sessions Canine Assisted Learning (CAL)	Music Therapy for 2 days a week has doubled the number of pupils accessing the provision. 19 different pupils have accessed this provision over the year with 11 PP students. Focussed and targeted to support pupils with attachment, behaviour, communication and social development. Impacts have included; Regulating arousal levels Developing choice making Turn taking Recognising and labelling emotions Expressing feelings through non verbal play. Just 2 feedback sentences highlight individual benefit - 'We have recently been exploring song writing and N will spontaneously take the content into new directions showing flexibility and



OPPORTUNITY WITH DIGNITY

				<p>creativity'. 'J seems to have a strong connection to music. It unites her with others, gives her a voice to interact, to communicate and to express herself'.</p> <p>CAL has provided students with opportunities to interact with Charlie / Larney, 2 very different dogs, by developing their communication and working on speech and language targets, numeracy and appropriate interaction as well as learning to respect and care for animals.</p>
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.	<p>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> <p>Including;</p> <ul style="list-style-type: none"> Accessing direct payments to support families to have respite Evaluation of benefits for families Applying for higher level disability allowance Building parents confidence when faced with difficult home issues.
Individualised equipment	£5000	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 investment in iPads that were purchased for communication to develop use of PECs and choice making. New sturdier trikes and scooters supported independence and sensory breaks outside.