



PUPIL PREMIUM STRATEGY

BREAKSPEARE SCHOOL

2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025 to 2026
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Merja Paakkonen Headteacher
Pupil premium lead	Darren White Deputy Headteacher
Governor / Trustee lead	Vanessa Robinson -lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,225
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,225

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Raise attainment of pupils with complex autism and complex sensory needs (PMLD).
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to engage in cultural and entertainment experiences e.g. shows, theatre, musical productions. Pupils have limited experience of engaging for long periods to enjoy activities and deepen learning.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to regulate their behaviour, develop increasing self- awareness and self- control

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop pupils' interactions to promote 'Total Communication' and support pupils to communicate through music and 1:1 tutoring opportunities. .	Pupils will achieve steps towards their EHCP targets and curriculum targets in communication and language.
Pupils will learn to self regulate and utilise strategies to regulate through yoga practices and calming methods, as well as through music.	Developing engagement in lessons and general engagement and participation. Pupils will take ownership of their own behaviours and recognise when they need to use methods to regulate which will help them through the school day.
For pupils to experience a range of learning presented through shows, performances, talks and assemblies that promote learning and stimulate imagination.	Increased engagement and concentration Deepen learning about particular topics / stories that can be remembered or recalled. Stimulation of senses and awareness of both their self and others through sensory presentations.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2970**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Herts Music Service Nurture Groups	A music session delivered weekly to 3 classes with a differentiated approach based on pupil cohort and ability. Increase interaction and group participation.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£32555**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	Music therapy provided 1:1 or 2:1 on weekly basis to support a variety of needs including the development of musical aptitude e.g. rhythm, song, playing of instruments to music for intensive interaction and eye contact, calming or emotional regulation and processing of complex situations.	1,2,3,4
Tutoring 1:1	Tutoring and 1:1 support in literacy, numeracy and interventions to support pupils accessing offsite visits safely	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£33700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yoga	Weekly session on rotation with individuals and groups on rotation termly across the sites of	4

	Abbots Langley, Holywell and Bushey site. To develop relaxation, foster well being, engagement and teach calming strategies to support regulation of anxiety and hyperactivity.	
Multi Sensory shows and creative workshops	Outside agencies providing workshops, theatre, and productions that provide both sensory input for PMLD and AS learners as well as pantomines and shows that stimulate learning, creativity and new knowledge.	3
Specialist Therapies	Targeted therapies for students in school and those not accessing school e.g. drama therapy and specialist equipment, adaptations to support learning. physical wellbeing and mental health.	1,2 and 4

Total budgeted cost: £69,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Date	Time	Location	Weather	Temperature	Humidity	Wind Speed	Wind Direction	Cloud Cover	Visibility	Air Quality	Soil Moisture	Plant Health	Animal Activity	Human Activity	Other Observations

Externally provided programmes

Programme	Provider
Mental Health Support Team	NHS
Family Support Worker	South West Herts Partnership

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We use SPP to fund counselling to support the social and emotional needs of our service children and initiated a weekly coffee morning for their parents with our school counsellor.
The impact of that spending on service pupil premium eligible pupils
Parents reported benefits in managing the emotional needs of their children and pupils became more settled in class and more focused on learning.