



PUPIL PREMIUM STRATEGY

BREAKSPEARE SCHOOL

2024-2025

Pupil premium strategy statement – Breakspeare School.

This statement details our school's use of pupil premium (and recovery 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	138 (at 4.09.24)
Proportion (%) of pupil premium eligible pupils	46 pupils / 33%
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)	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£42,420
Recovery premium funding allocation this academic year	Not continuing 24/25
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£42420

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 (and those who join us at similar starting points), 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 is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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 dog therapy.	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 (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

At Breakspeare this year we have chosen not use Pupil Premium funding for this area as our general school budget has allocations to support the teaching, CPD and recruitment. Our progress data and ongoing support for all pupils shows that there is no identifiable gap in progress between pupil premium pupils and non -pupil premium pupils. We have therefore chosen to use the funding for targeted academic support and wider strategies.

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

Budgeted cost: **£35, 988**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dog Therapy	Canine assisted therapy provided weekly across the Breakspeare sites. Opportunities to take care of an animal, interact with the dog and develop confidence around dogs as well as develop early communication skills including gesture, pointing, vocalisation and then speech.	2,3
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

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

Budgeted cost: **£5700**

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 Abbots Langley, Holywell and Bushey site.	4

	To develop relaxation, foster well being, engagement and teach calming strategies to support regulation of anxiety and hyperactivity.	
Multi sensory 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

Total budgeted cost: £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that pupils took part in a range of provision and therapies that specifically meets their individual needs and targets for development in communication and interaction and independence skills.

In the case of the music therapy, we have had Chiltern Music therapy delivering weekly sessions at the Breakspeare, Abbots Langley site. She has delivered weekly sessions to 6 pupils this year and produced twice yearly reports for the teachers and pupils. One pupil has learnt to vocalise, use a range of sounds in response to the keyboard or therapists voice. Another pupil can transfer a melody or scale from the keyboard to the glockenspiel or a row of hanging bells and can maintain a steady pulse or simple rhythm. Our other music therapist has been delivering music therapy at the Breakspeare, Holywell site delivering to four pupils on a weekly basis and she has delivered her sessions to the two classes of Breakspeare pupils at Meadow Wood.

Dog therapy was provided by Canine Assisted Therapy and the intention was to be a years provision. Unfortunately the dog became traumatised by some of the complex and unpredictable behaviours that some of the pupils present with and it was decided that she could not continue in the Spring term. Before the termination of the sessions pupils were showing weekly progress in their communication and interaction with the therapy dog and learning to reach out to stroke the dog in some cases where even a little movement is rare with some of our PMLD students.

In order to make sure that our new satellite unit at Holywell got some equity of pupil premium provision we utilised our new resource of a Yoga Teacher to spend a morning a week at Holywell this year. This has had an impact of teaching pupils to learn to calm, and regulate and concentrate while relaxing their bodies. They have learnt some breathing techniques and can still their bodies and develop more self awareness.

With the money that was not spent on Canine Assisted Therapy we were able to boost our monies available to have Bamboozle. They came to both Abbots Langley, Breakspeare and Holywell, Breakspeare site to deliver their bespoke show, Moon Song, for pupils with autism. They were able to deliver their show to 24 pupils over 4 sessions in each of the sites. The performance was engaging and many pupils showed both initiation, exploration and anticipation and participated alongside the performers in the show. Many pupils who rarely show interest in some learning were captivated for thirty minutes by the music, visuals and props that were used.

This year we have also recognised that some of the pupil premium money has been used and needed for bespoke and individual interventions. This has been for a variety of different reasons such as providing a drama therapist to go and deliver sessions to a pupil on roll who has not accessed school yet because she is unable to leave her family home, such is the level of her anxiety and need.

Based on all the information above, the performance of our disadvantaged pupils has exceeded our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made minimal changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Family Support Worker	Sout West Herts Partnership
Mental Health Support Team	Hertfordshire Community NHS Trust