



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 the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including from progress and attainment measures, once published, and reference to the EBacc entry rate for secondary pupils.]*

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

The data demonstrates that *[school would provide an overview of conclusions drawn from this analysis]*

Based on all the information above, the performance of our disadvantaged pupils *[exceeded/met/did not meet]* expectations, and we are at present *[on course/not on course]* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year].*

We have reviewed our strategy plan and made 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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

The social and emotional needs of our service children's families were such that we initiated a weekly coffee morning for their parents with our school counsellor.

The impact of that spending on service pupil premium eligible pupils

This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.