



Pupil premium strategy statement Jigsaw

1. Summary information					
School	Jigsaw PRU				
Academic Year	19-20	Total PP budget	£5280	Number of pupils eligible for PP	4

% making expected progress in reading	84% Good (28% Outstanding)
% making expected progress in writing	88% Good (34% Outstanding)
% making expected progress in maths	88% Good (43% Outstanding)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) 76% of Jigsaw pupils are registered for FSM although we do not receive all Pupil Premium for them as this goes directly to their 'home school'. We are currently in receipt of Pupil premium for 1 pupil and 2 LAC pupils

A.	Poor early development of oral language leading to poor reading and writing skills
B.	Social, emotional and mental health difficulties

External barriers (*issues which also require action outside school, such as low attendance rates*)

C.	Historical lower attendance and engagement in schooling, often leading to reduced hours in school and causing the pupils to fall behind. Specific interventional support to be used at home and school to bridge the gap in attainment using web based learning platforms.
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3. Desired outcomes/Planned expenditure

	<i>Desired outcomes and how they will be measured</i>	<i>Chosen Approach</i>	<i>Estimated Impact</i>	<i>Outcomes</i>	<i>Cost</i>
A.	To identify and target specific early Literacy difficulties Children's reading, spelling and writing skills improve through targeted interventions that they can use at school and home	Purchase secondary YARC reading assessment materials to look at read accuracy, reading rate and comprehension skills. Some pupils are making progress above the primary assessment tool purchased last year, this tool allows for more in-depth assessment of our older children and provides continuity. Progress to be tracked half termly and information used to inform SEN Support Plans and provision mapping at jigsaw and home school	All children will be baselined at the start of Autumn Term on new assessment and from then on entry. Pupils with significant difficulties identified on entry will be targeted for support from Intervention TA and through specific in class targets.	Children further up the school with higher reading ages and lower comprehension ages have been assessed in further depth to ascertain specific difficulties and identify appropriate interventions.	YARC £264.66

<p>B.</p>	<p>To identify specific need with regards to Social, Emotional and Mental Health difficulties</p>	<p>To provide music therapy to pupils Music therapy is a psychological therapy that aims to facilitate positive changes in emotional wellbeing and communication through the engagement in live musical interaction between client and therapist.</p>	<p>All pupils who have a specifically identified need will be given additional support from the music therapist and this in turn will impact their wellbeing and readiness to engage in their learning</p>	<p>Music Therapist visits weekly to provide 1:1 sessions and whole group sessions to pupils at Jigsaw. Pupils are given a baseline target and outcomes are established. Weekly feedback is given to pupils and staff. An overall termly assessment is produced. Video and audio evidence is collated on a session by session basis and the therapist writes detailed notes to support his work. Pupils have demonstrated increase in confidence and engagement in sessions and this has impacted on their SEBs scores socially/emotionally</p>	<p>£2479 for two terms initially</p> <p>Approx: £1500 for Summer Term</p>
<p>C.</p>	<p>To appropriate match interventional support to pupil need</p> <p>To improve attainment against baseline data for all pupils</p>	<p>Pupils will have access to online learning tools that they can use at Jigsaw and at home as part of their homework provision. Class teachers and subject leaders will track progress on the online tool to ensure that the intervention matches ability and provides challenge.</p>	<p>Pupils will have received appropriate intervention and progress will be seen on those online tools as well as through the standardised tests such as; Basic Number screening, DRA and SWST scores</p>	<p>Scores and progress is being tracked by the class teachers. Maths subject leader to track the RM Maths results over this academic year to look at overall progress</p>	<p>IDL £238 per annum RM Maths £110 per annum Pearson £224 per annum</p>

4. Planned expenditure					
Academic year		19/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To identify and target specific early Literacy difficulties Children's reading, spelling and writing skills improve through targeted interventions that they can use at school and home	Purchase secondary YARC reading assessment materials to look at read accuracy, reading rate and comprehension skills. Some pupils are making progress above the primary assessment tool purchased last year, this tool allows for more in-depth assessment of our older children and provides continuity. Progress to be tracked half termly and information used to inform SEN Support Plans and provision mapping at jigsaw and home school	Last year as a school we purchased the primary YARC materials to assess reading age as well as comprehension age. All children are now assessed using this tool as soon as they arrive at Jigsaw and then termly to show progress. It was quickly identified that some of our pupils have a higher reading age than the primary materials would cater for, however their comprehension age can be much lower. In order to assess and track pupils accurately the purchase of the secondary pack for assessment would support this. We then can provide continuity of assessment for pupils	Consistent use of baseline assessment and review assessment using standardised scores and age related data. This information will be scrutinised and ratio gain information shared.	Mrs Millington	January 2020
Total budgeted cost					264.66
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	When will you review implementation?
To identify specific need with regards to Social, Emotional and Mental Health difficulties	To provide music therapy to pupils Music therapy is a psychological therapy that aims to facilitate positive changes in	Over the last academic year Jigsaw was part of a training programme for a Music Therapist from Nordoff Robbins. This proved to be extremely successful and impacted on the self esteem, learning readiness and levels or engagement for a number of pupils, this was tracked through the use of adapted	The SENCO meets with the Music Therapist at the start of each term and identifies the pupils for support. Each pupil is given a SEBs target and a 0-3 score. It is expected that the pupils will make at least 1 point of progress with this target within the	Mrs Millington	Termly 2018-19 Ratio Gain Data

	emotional wellbeing and communication through the engagement in live musical interaction between client and therapist.	SEBs targets from our SEBs checklist that is collated termly by the class teachers. Our pupil premium (on roll) pupils were and are identified as those most vulnerable however the majority of our pupils within Jigsaw are Pupil premium within their own school and we do not receive these monies. It was decided to continue this support for the next academic year with two terms initially as a probation period and a further third term to be accounted for moving forward	sessions. At the end of the term another meeting is set up to review the outcomes and present the information. The therapist also uses audio and visual data to evaluate session by session, he then write comprehensive notes and shares relevant information with the class teacher, SENCo and parent where necessary. This information is tracked in school but is also evaluated by supervisor at Nordoff Robbins. They will also undertake an observation throughout the first two terms.		
Total budgeted cost					£3879
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To appropriate match interventional support to pupil need To improve attainment against baseline data for all pupils	To provide online interventional tools that can be used in both school and home; that provide learning at the pupil's assessed level, consolidation of skills, challenge and assessment information	As with previous years this is a way of supporting the pupil's learning using a online assessment and progression tool. As there is login details specific to each pupil this can then be used at home to continue learning. This in turn can be tracked and monitored by the teaching staff to provide personalised learning and an element of challenge	Teaching staff can evaluate progress ongoing and can print off assessment data to support evidence. The tool itself will assess where the pupil has gaps and provide questions to consolidate learning. Maths subject leader is using the information across the school to track overall progress and success of the intervention.	Mrs Millington	
					£572
Total budgeted cost					Total £4815

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To identify and target specific early Literacy difficulties</p> <p>Children's reading, spelling and writing skills improve through targeted interventions that they can use at school and home</p>	<p>Purchase YARC reading assessment materials to look at read accuracy, reading rate and comprehension skills. Previously using DRA we did not get this succinct breakdown.</p> <p>Progress to be tracked half termly and information used to inform SEN Support Plans and provision mapping at jigsaw and home school</p>	<p>All children will be baselined at the start of Spring Term on new assessment and from then on entry.</p> <p>Pupils with significant difficulties identified on entry will be targeted for support from Intervention TA and through specific in class targets.</p>	<p>As this was a on off payment to support the assessment process at Jigsaw we will not repeat this next year. We are continually striving to improve our baseline and assessment information – this in turn supports the individualised planning and target setting for pupils</p>	<p>YARC £306.76</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To identify specific need with regards to Social, Emotional and Mental Health difficulties</p>	<p>To purchase and introduce the ELSA materials to support pupils with Emotional Literacy Support.</p>	<p>Pupils who have a specifically identified need will be given additional support from either the Interventional TA or Play therapist</p>	<p>The Elsa programme is a useful resource to support pupils with SEMH needs. Materials are comprehensive and engaging. Training for all staff on the methodology of ELSA is something we would like to invest in in the future.</p>	<p>£43.97 £17.96 ELSA £64.15 £254.17 <i>HeartMath</i> £15.52</p>
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To appropriate match interventional support to pupil need</p> <p>To improve attainment against baseline data for all pupils</p>	<p>Class teachers will meet with SMT and Intervention TA to identify areas of specific need for pupils. Entry data and exit data collated to track progress and appropriateness of intervention. Intervention TA will specifically target pupils needs and purchase resources</p>	<p>All teaching staff will have met with SENCO to map interventional provision Pupils will have received appropriate intervention and progress will be seen in Basic Number screening, DRA and SWST scores</p>	<p>This target was left ambiguous because the intervention TA was still setting up over this academic year and that we may need to purchase further resources to support the interventions taking place. In future, an ongoing cost to Pupil Premium should be the use of online tools that provide appropriately differentiated learning support and assessment for pupils that can be used both at home and school. This resource is invaluable as pupils at Jigsaw often find it difficult to complete and return homework. The multi-sensory format of these tools also support the majority of pupils to achieve and move their learning on.</p>	<p>£450.00 Interventional support</p>
<p>Total - £1152.53</p>				

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk