

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jigsaw Pupil Referral unit
Number of pupils in school	2
Proportion (%) of pupil premium eligible pupils	100%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	08.11.21
Date on which it will be reviewed	Nov 22
Statement authorised by	E Rothlisberger
Pupil premium lead	Chris Mathews
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2690
Recovery premium funding allocation this academic year	£1167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3757

Part A: Pupil premium strategy plan

Statement of intent

Jigsaw is a Pupil Referral Unit for primary aged children. Pupils attending Jigsaw will have a social, emotional and/or behavioural difficulty, which is becoming a barrier to their learning.

Jigsaw aims to provide support for pupils to help them develop skills and strategies to make progress in mainstream education. Whilst addressing Social, emotional and mental health needs, Jigsaw provides a broad and balanced curriculum to support pupils' academic needs and progress.

The key principles of the plan-

- Improving Day to Day Teaching
- Continue to ensure that all children across the school receive good teaching Looking at the individual needs of each child and identifying their barriers to learning - tailoring interventions to the needs of the child and recognising and building on children's strengths to further boost confidence
- Ensuring support staff, teaching assistants, and class teachers communicate effectively and are aware of their responsibilities for optimising learning through quality first teaching
- To support pupils to develop social and emotional skills that will enable them to remove barriers that hinder their access to the learning environment.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor early development of oral language leading to poor reading and writing skills</i>
2	Social, emotional and mental health difficulties
3	Gaps in learning due to poor behaviour or poor attendance
4	Emotional literacy, some of our children have poor self-awareness and recognition of their own feelings and knowing how to manage them.

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
<i>To support pupils to develop social and emotional skills that will enable them to remove barriers that hinder their access to the learning environment.</i>	Improvements made within children's SEBS assessments.
<i>Children to make significant progress within Literacy and Numeracy.</i>	Children to make 2 points of progress with specifically targeted objectives.

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)

Budgeted cost: £ 1167 shared with next

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils to have additional reading opportunities- through additional classroom support.	"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives." (EEF)	1, 3

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

Budgeted cost: £1167 as previous

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils make significant progress in English and Maths. Through additional support and access to an enriched curriculum. - Through additional classroom support.	“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.” (EEF)	1, 2, 3

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

Budgeted cost: £ 2690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide Play Therapy to pupils.</i>	<p>“There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.” (EEF)</p> <p>Play Therapy is a psychological therapy that aims to facilitate positive changes in emotional wellbeing and communication through the engagement in play and social interaction between client and therapist.</p>	1, 2, 3, 4

Total budgeted cost: £ 3757

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teachers carry out social, emotional, behavioural assessments termly. The table below illustrates any progress made in these areas.

	Social	Emotional	Behavioural	Diagnostic	Overall Progress
Autumn 2020					
Good	4/7	4/7	5/7	6/7	6/7
	57%	57%	71%	70%	86%
Outstanding	3/7	4/7	5/7	3/7	5/7
	43%	57%	71%	43%	71%
Spring 2021					
Good	8/11	6/11	8/11	8/11	8/11
	73%	55%	73%	73%	73%
Outstanding	6/11	5/11	5/11	2/11	5/11
	55%	45%	45%	18%	45%
Summer 2021					
Good	8/13	9/13	9/13	10/13	7/13
	62%	69%	69%	77%	54%
Outstanding	6/13	4/13	3/13	2/13	3/13
	46%	31%	23%	15%	23%
Overall 2020/21					
Good	20/31	19/31	22/31	24/31	21/31
	65%	61%	71%	77%	68%
Outstanding	15/31	13/31	13/31	7/13	13/31
	48%	42%	42%	23%	42%

Externally provided programmes

Programme	Provider
RWI online phonics	Ruth Minskin
RM easimaths	RM education
Literacy shed plus	Education shed ltd
TT rockstars	Maths circle ltd