



Pupil premium strategy statement Jigsaw

1. Summary information					
School	Jigsaw PRU				
Academic Year	20-21	Total PP budget	£5000	Number of pupils eligible for PP	2

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 specific needs with regards to Social, Emotional and Mental Health difficulties	To provide Play Therapy to pupils. 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. These sessions have been running at Jigsaw for several years and have been funded from the general SEN budget. We know that the pupil's make good progress in their social and emotional skills during their time at Jigsaw and this is due to the quality first approaches of the unit and the enhanced quality first provision, such as Play therapy. Due to the budget cuts following the pandemic it is imperative that pupils receive this additional therapeutic support as part of their provision from Jigsaw.	All pupils who have a specifically identified need will be given additional support from the Play Therapist and this in turn will impact their wellbeing and readiness to engage in their learning	Play 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. The Play Therapist writes visit notes which are collated on a session-by-session basis. Pupils will demonstrate increase in confidence and engagement in sessions and this will in turn be evident on their SEBs scores socially/emotionally	£2500 for two terms initially

4. Planned expenditure					
Academic year		20/21			
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. 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 support pupils to develop social and emotional skills that will enable them to remove barriers that hinder their access to the learning environment	Play Therapy	As above	<p>The SENCO will meet with the Therapist at the start of each term to identify the pupils for support. Each pupil was the to be given a SEBs target and a 0-3 score. It expected that the pupils would make at least 1 point of progress with this target within the sessions. At the end of each term a meeting will be set up to review the outcomes and present the information.</p> <p>Due to COVID these sessions may not happen in the way we expect and therefore the data may not available to assess impact in the way would expect during a normal school year. The therapist will continue to use her written session notes to evaluate sessions. She will then share the relevant information with the class teacher, SENCo and parent where necessary.</p>	Mrs Millington	Termly progress meetings. Weekly review updates with receiving member of Jigsaw staff (Parent Liaison or SENCO) and class teachers
Total budgeted cost				Total £2500	

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
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
To identify specific needs 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 emotional wellbeing and communication through the engagement in live musical interaction between client and therapist.	<p>The SENCO was due to meet with the Music Therapist at the start of each term to identify the pupils for support. Each pupil was to be given a SEBs target and a 0-3 score. It was then expected that the pupils would make at least 1 point of progress with this target within the sessions. At the end of the term another meeting was due to be set up to review the outcomes and present the information.</p> <p>Due to COVID these sessions did not happen in the way we expected through 19/20 and therefore the data was not available to assess impact.</p> <p>The therapist did use audio and visual data to evaluate session, he then wrote comprehensive notes and shared the relevant information with the class teacher, SENCO and parent where necessary. This information was tracked in school but is also evaluated by supervisor at Nordoff Robbins.</p>	<p>Due to COVID the academic year 19/20 did not pan out in the way we expected. Assessment in the Autumn term did take place, however due to a very unpredictable cohort of children the data was not viable and did not demonstrate impact in the way we would have expected. The worker was unable to give consistent support to targeted pupils due to exclusion and unwillingness to attend sessions.</p> <p>From the Spring Term to the end of the Summer Term, Nordoff Robbins took the decision to furlough their workers. Sessions were therefore suspended until the beginning of the Autumn Term 2020. The sessions paid for were therefore carried over and were due to continue until February half term. In the recent National Lockdown Nordoff Robbins again furloughed their staff and therefore the work was suspended again with sessions still owing. This work will resume when schools re-open fully.</p>	£2500