

Pupil premium strategy statement – Jigsaw Pupil Referral Unit

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	5
Proportion (%) of pupil premium eligible pupils	Currently 100%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	128.11.2025
Date on which it will be reviewed	Nov 26
Statement authorised by	E Rothlisberger
Pupil premium lead	Chris Mathews
Governor / Trustee lead	Bev Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8690
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£547
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9237

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.

At Jigsaw we believe that every child should be supported to achieve success academically, socially and emotionally no matter what their background. The targeted and strategic use of pupil premium funding supports the attainment of those children who might be in need of additional support.

The key principles of the plan-

- Nurturing relationships and environments, which support mental health and wellbeing
- Our curriculum aims to provide a variety of experiences and opportunities to develop our children who are in receipt of Pupil Premium into confident, independent, successful learners who will thrive in later life and make a positive contribution to society.
- Leaders ensure that the funding is used to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted pastoral care
- Increased outdoor learning opportunities are provided as part of our universal offer to ensure all children have experiences to enhance in-class learning.
- 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>Assessments, observations and discussions with pupils have identified increased social and emotional issues in our pupil premium children, with an increasing number of children requiring additional support. Challenges such as self-esteem and self-belief, emotional resilience, self regulation, confidence and motivation are evident and are having an effect on learning for an increased number of disadvantaged pupils.</i>
2	Assessments, including our vulnerability index highlight a need for further support to assist in educating children around contextualised safeguarding.
3	Lack of outdoor learning for some of our pupils who need to learn through an experiential, kinaesthetic manner.

4	Some of our pupil premium children have limited life experiences beyond their home and local community creating a disadvantage in their 'cultural capital' . Limited experiences lower aspirations for the future.
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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 Boxall assessments.
Nurturing relationships and environments, which support mental health and wellbeing	Improvements in Boxall, questionnaires with children and families.
Greater understanding of staying safe in their local communities.	Children are confident in speaking to staff about difficulties outside of school, conversations between school staff and families.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and in discussions with SC team, families and staff.
Improvement made with childrens attitude to learning, opportunities to learn in different ways.	We have a trained forest school teacher, we need to give him the opportunities to enrich our children with a different way of learning a multitude of skills.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Session brought into school through New Horizons. Offering children an education in contextualised safeguarding.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF)	1,2

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

Budgeted cost:

Play therapist £ 3930

Forest school £4107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapist</i>	“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)	1,2
	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.	1,2

<i>Forest school</i>	Based on our experiences, a lack of enrichment opportunities can negatively impact on the well-being of the pupils and their progress in their learning	3,4
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Total budgeted cost: £ 8037

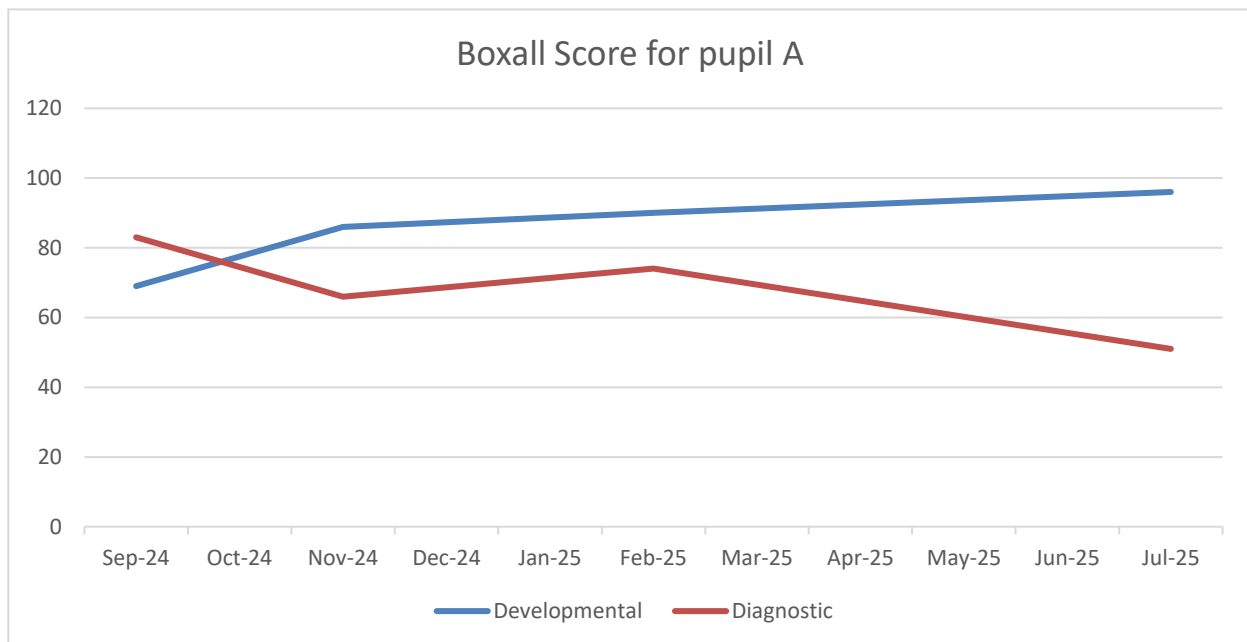
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 24-25 are main outcome was as follows- *'To support pupils to develop social and emotional skills that will enable them to remove barriers that hinder their access to the learning environment.'*

As we had limited money in this academic year a large sum of this it was spent on our play therapist. Alongside the fantastic feedback we get from our children who attend play therapy, we also see a huge improvement of Boxall scores from the children who attend.

Here is an example of some Boxall progress from a PP child attending these sessions.



As the graph shows the child has a positive improvement in Development and the diagnostic is reducing (what we hope for.)

Externally provided programmes

Programme	Provider
Play therapy	Float Therapy
Crime and consequences	New Horizons

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.