

PUPIL PREMIUM STRATEGY STATEMENT FOR 2022/23 ACADEMIC YEAR

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our vulnerable 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 CABAS School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	N/A
Date on which it will be reviewed	November 2023
Statement authorised by	Emma Hawkins, Director of Education
Pupil premium lead	Mariann Szabo
Governor / Trustee lead	Jill Kiely

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,100.00
Recovery premium funding allocation this academic year	£ 0
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	£ 26,100.00

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

At Jigsaw, all pupils have SEND with the primary need being autism. Due to their SEND, all pupils at Jigsaw are highly vulnerable and face many challenges and barriers to learning.

27% of our pupils are known to social services as CIN (Child in Need), including 2 pupils who are Looked After Children (LAC). Currently, there is one young adult pupil in school who lives in supported living and have an allocated social worker.

Pupils often join the school following the breakdown of previous school placements and may have been out of school for significant amount of time. A number of our pupils are further disadvantaged due to their socio-economic background.

Our pupil premium strategy aims to ensure that pupils are able to both access and enjoy their education in order for them to make progress in line with their peers. Our intention is to overcome/reduce barriers to learning and enable pupils to be safe, live a happy, healthy and fulfilling life.

At the heart of our strategy is to provide high-quality, evidence-based educational, vocational and well-being services with a focus on individualised learning programmes that are matched to pupils' needs and stages of development. Our approach will be responsive to common challenges and individual needs and informed by assessments and observations.

Challenges

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

Challenge number	Detail of challenge
1	Communication and social interaction
2	Functional academic skills e.g. literacy, numeracy, science, computing
3	Increased welfare and wellbeing concerns
4	More frequent behaviours that disrupt learning and independent functioning & self-regulation
5	Pupils have a limited community of reinforcers and have difficulties occupying their free time
6	Processing sensory information
7	Difficulties accessing the community and enrichment activities
8	Difficulties accessing vocational activities and work experience

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
To develop reading skills to access other areas of the curriculum	Pupils meet long and short-term objectives linked to reading, read with increasing understanding as evidenced by EHCP Cognition & Learning targets & outcomes, ELCAR reading objectives, Verbal Developmental Cusps & Capabilities, long-term objectives linked to reading and reading assessments.
To reduce episodes of behaviours that disrupt learning or independent functioning To develop self-management and self-regulation skills	Decreased episodes of behaviours that disrupt learning or independent functioning on individual pupil and whole school levels as evidenced by individual pupil and school-wide data on SchoolPod, behaviour objectives and graphs, and School Dashboard data.
To ensure high level, regular attendance by all pupils	Pupil attendance is consistently above 90% as evidenced by individual and school-wide data on SchoolPod and on the School Dashboard.
To ensure pupils make at least expected progress towards their EHCP outcomes/targets across the 4 areas of need	All pupils make at least expected progress across the four broad areas of need as evidenced by EHCP progress data, long-term objectives met document for each pupil.
To ensure pupils have access to computer / education technology to support their learning	Classes are well-equipped with devices that support pupils' needs and learning.
To increase opportunities for work related learning on-site and work experience	Opportunities and resources are available in school and also off-site to develop work-related learning and employability skills as evidenced by timetables, EHCP progress data, ILP data, long-term objectives met document for each pupil, qualifications and awards records of assessment and evidence portfolio and careers education logs and journals.
Pupils to complete an entry level qualification and programme	By the end of KS5 pupils leave with an entry level diploma in Life and Living Skills and an ASDAN My Independence award, as evidenced by certificates, records of assessments and evidence portfolios.
Pupils to have extended community of reinforcers and engage in play and leisure activities	Pupils engage in appropriate play and leisure activities in their free time, as evidenced by EHCP targets & outcomes, long and short-term objectives, ELCAR objectives graphs, records of assessment for qualifications and awards, feedback from parents.
To access a broad range of new activities and experiences	Pupils tolerate, actively participate in new activities and experiences alongside peers as evidenced by SMSC forms, EHCP targets & outcomes
Enable pupils to build positive relationships, work alongside each other, take turns and develop friendships	Pupils demonstrate positive behaviours towards one another as evidenced by EHCP targets & outcomes, individual pupil behaviour data, long and short-term objectives, ILPs

Activity in this academic year (2022-23)

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

A) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £760

Activity	Evidence that supports this approach	Challenge number(s) addressed
A1) Training on Twinkl phonics scheme – £760	Effective professional development is vital to support, develop, and sustain high quality teaching.	1, 2

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

Budgeted cost: £12,980.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
B1) Instrumental music lessons - £1500	Many autistic pupils demonstrate an interest and talent in playing musical instruments. Preferred activities can be motivating for pupils for engaging in other areas of the curriculum.	1, 2, 7
B2) Regular and targeted opportunities to support pupils' development in STEM Lego workshop - £600 Space VR workshop - £600 Rocks & Fossils workshops - £150 Health Services workshops - £150 2 half terms of weekly science sessions - £ 2,700	To promote and sustain pupils' engagement in learning requires a broad and engaging curriculum that offers opportunities to learn in a variety of ways. Participating in interactive, practical workshops provide first hand experiences and promotes the love of learning. When pupils are actively engaged in learning, they are less likely to experience episodes of behaviours that disrupt their learning. Pupils' overall well-being is supported when they are happy and participate meaningfully in activities. Multi-sensory activities and resources support pupils' sensory processing.	1, 2, 3, 7
B3) Resources to support the computing curriculum Touchscreen - £340 Screen/ Keyboard/Mouse - £200 iPad & case - £380 Invent Robotics Starter Kit - £250 IT station furniture - £260	Technology can be engaging and motivating for pupils and has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	2, 5, 6
B4) Vocational learning resources Sixth Form Canteen Dishwasher & Fitting - £500	Our pupils have limited opportunities to access work experience and vocational learning outside of the school's safe environment. Increasing the opportunities and range of experiences, activities in school will better prepare pupils for the next stages of their lives and promote their personal development.	2, 8

<p>B5) Literacy & Numeracy resources to develop early numeracy & literacy skills for pupils in Reception & KS1 - £1,200</p>	<p>Many of our pupils find it difficult to engage in learning activities and require frequently updated/rotated, engaging and novel resources to sustain attention and motivation for learning.</p> <p>When pupils are motivated to learn and actively engaged, they are less likely to present with behaviours that disrupt their learning.</p> <p>Access to multi-sensory activities and resources support pupils' learning and developing knowledge and understanding of the different aspect of the curriculum.</p>	<p>1, 2, 4, 5</p>
<p>B6) Resources to support physical development of Reception & KS1 pupils</p> <p>Fine motor resources – £500 Gross motor, playground equipment - £1,600</p>	<p>Developing fine and gross motor skills are essential for all areas of the curriculum i.e. handwriting skills, preparing meals, catching a ball. Being physically active will promote pupils' overall health and well-being.</p> <p>Many pupils at Jigsaw have difficulties with coordination, motor planning, bilateral control and present with less developed muscle tone.</p>	<p>2, 3, 5, 6</p>
<p>B7) Resources to support creative development and play skills of Reception Year and KS1 pupils</p> <p>Art resources - £600 Imaginative & role play - £1,450</p>	<p>Our pupils have limited community of reinforcers and play skills, and often engage in repetitive play. They find it challenging to engage in play activities safely and appropriately. Most of the time pupils engage in solitary play and do not interact with peers. Research has shown that when pupils play with anthropomorphic toys they emit more verbal behaviour, self-talk and interact more with peers.</p> <p>Novel resources support pupils' interest and motivation for play. Play is crucial for children's development. When children learn to actively engage in play, they less likely to experience behaviours that disrupt their learning, and their ability to engage and interact with the people, communities, resources in the environment, which promotes and supports the overall outcomes of education and health & well-being.</p> <p>Pupils more likely to attend school if they are happy, engaged and motivated to learn. Regular attendance leads to better outcomes for pupils.</p>	<p>1, 3, 4, 5, 6</p>

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

Budgeted cost: £12,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>C1) Resources to support sensory processing and self-regulation £600</p>	<p>Many autistic pupils have sensory regulations and processing difficulties which impact on their behaviour and their ability to attend and learn. Sensory input and resources are necessary to support pupils to regulate their internal states.</p>	<p>4, 5, 6</p>
<p>C2) Providing supermarket food vouchers throughout the</p>	<p>Children and young adults require a nutritious and balanced diet to be able to succeed in education and to support their well-being. There is a strong correlation between academic</p>	<p>3, 4</p>

academic year for targeted pupils - £10,000	achievement, behaviours that disrupt learning and access to regular meals. Many parents and social workers report financial pressures due to cost of living and energy price increases.	
C3) Providing support with clothing and school uniform £500	Many pupils have behaviours difficulties that result in their clothing & uniform being damaged, putting families under additional financial pressures by providing replacement. Many parents and social workers report financial pressures due to cost of living and energy price increases. Pupils' self-esteem and confidence is promoted when they have well-maintained and fitting clothes.	3,
C4) Enrichment activity Sensory Pantomime - £572 Samba drumming workshops - £600	Autistic children and young adults have restricted access to a range of activities, experiences and communities, therefore require opportunities to expand their experiences and learning. Providing regular enrichment opportunities supports pupils' personal development and extend their ability to function in a range of settings and contexts, therefore, prepare them for the next stages of their lives.	1, 3, 5, 7

Total budgeted cost: £ 26,012

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 2021 to 2022 academic year.

Progress towards achieving EHCP targets across the 4 broad areas of need for pupil premium pupils and non-pupil premium pupils across the school for 2021/22 academic year:

Area of Need	PUPIL PREMIUM			NON-PUPIL PREMIUM		
	Above Expected	Expected	Below Expected	Above Expected	Expected	Below Expected
Communication & Interaction	18.18%	81.82%	0%	9.52%	84.13%	6.35%
Cognition & Learning	36.36%	63.64%	0%	19.05%	80.95%	0%
Social, Emotional & Mental Health	0%	100%	0%	14.29%	85.71%	0%
Physical & Sensory	9.09%	90.91%	0%	9.52%	88.89%	1.59%

- Pupil premium pupils made better progress in 3 out of 4 areas of need compared to non-pupil premium pupils.
- Although, all pupils made at least expected progress towards targets linked to SEMH, more non-pupil premium pupils made above expected progress towards their targets.

Attendance:

The table below shows the average attendance across the 2021/22 academic year for pupil premium and non-eligible pupils.

Attendance average for non-eligible pupils for 2021/22	91.25%
Attendance average for pupil premium pupils 2021/22	92.29%

- Pupil premium pupils' attendance slightly higher than the overall average attendance of pupils not eligible for pupil premium.

Behaviour:

The table below shows the average rate of behaviour challenges per day per pupil for pupils who were eligible for pupil premium and for non-eligible pupils during 2020/21 and 2021/22 academic years.

Area	2020/21		2021/22	
	Eligible	Non-Eligible	Eligible	Non-Eligible
Average daily rate of behaviours that challenge (physical behaviours towards others)	0.50	0.51	0.44	0.52
Average daily rate of destructive behaviour	0.14	0.07	0.12	0.07
Average daily rate of contextually inappropriate disrobing	0.07	0.06	0.03	0.06
Average daily rate of non-compliance behaviour	0.37	0.29	0.36	0.39
Average daily rate of self-injurious behaviours	0.35	0.34	0.21	0.29
Average daily rate of other behaviours that disrupt learning or independent functioning	0.32	0.38	0.30	0.30

- Behaviour data for pupil premium pupils compares favourably to behaviour data of non-eligible pupils.
- Year on year, behaviour data show improved behaviour outcomes for pupil premium pupils across the different behaviour categories.

Pupil premium Funding 2021/22

Total amount spent: £15,517

Allocation:

- Food vouchers & healthy snacks for targeted pupils across the academic year - £10,000
- Providing support with clothing and school uniform - £1,000
- Resources to support sensory processing, self-regulation & behaviour management strategies - £500
- Subscriptions to online platforms to support literacy skills (Clicker 8) - £ 3,600
- Instrumental music lessons £217
- Reading Conference attendance at peer school for key staff - £300