

COVID Catch-Up Funding Plan: Joseph Norton Academy

Summary Information

	KS2	KS3	KS4
Pupils on roll	8	31	21
Funding allocation (£240 per place)	1920	7440	5040

Areas of Deficit

KS2	KS3	KS4
Attendance <ul style="list-style-type: none"> KS2 attendance for A1 remains high at 98% Whilst attendance is consistent, taxi related incidents and anxiety related behaviours linked to transitions at the start and end of the school day have increased. Parental requests for pupils to be accompanied on school transport have doubled in KS2. Parents independently transporting pupils into school have doubled. 	Attendance <ul style="list-style-type: none"> KS3 attendance referrals from 19/20 to A1 20/21 have increased by 71.4%. Three pupils with previously positive attendance have decreased by 12.6%, 35.2% and 22.7%. Persistent absentees within KS3 have risen from 31.3% to 41.9%. 3 pupils are requiring personalised support and intervention to enable them to successfully travel to school each morning. 	Attendance <ul style="list-style-type: none"> KS4 attendance referrals from 19/20 to 20/21 have increased from 2 to 8. Three pupils with previously positive attendance have decreased by 21%, 38.4% and 18.5%. All three families report significant anxieties regarding Covid 19 as the main cause.
Emotional Wellbeing <ul style="list-style-type: none"> There has been a 58% decrease in safeguarding referrals in A1 20/21 in comparison to the same time period in 19/20. The above decrease appears to be as a result of limited referrals being passed on from external agencies due to reduced in-person work 	Emotional Wellbeing <ul style="list-style-type: none"> Like in KS2, there has been a 60% decrease in safeguarding referrals in A1 20/21 in comparison to the same time period in 19/20. Although there has been an overall reduction in negative incidents of behaviour across KS3, the data shows that percentage of incidents of physical 	Emotional Wellbeing <ul style="list-style-type: none"> There has been a 51% decrease in safeguarding referrals in A1 20/21 in comparison to the same time period in 19/20.

<ul style="list-style-type: none"> Although there has been an overall decrease in the number of negative incidents of behaviour, the data shows that the percentage of incidents of physical conflict has increased by 5%, verbal conflict by 2.2% and bullying by 2%. This suggests that pupils have struggled to adapt to returning to the classroom and the social environment. 	<p>conflict has increased by 2.3%, verbal conflict by 1.6%, bullying by 2% and absconds by 2.3%.</p> <ul style="list-style-type: none"> A number of pupils within KS3 have required a level of personalised provision that includes reintegration timetables, additional support from instructors and additional interventions to support regulation and their return to school. 	
<p>Academic Progress</p> <p>Using academic progress data for 2018-2019, predicted average progress for the summer term of 2019-2020 would be:</p> <ul style="list-style-type: none"> English 0.18 Maths 0.16 <p>An initial data drop in October highlighted an average deficit in progress of:</p> <ul style="list-style-type: none"> English 0.27 Maths 0.24 <p>0.17 is equivalent to one sub level</p>	<p>Academic Progress</p> <p>Using academic progress data for 2018-2019, predicted average progress for the summer term of 2019-2020 would be:</p> <ul style="list-style-type: none"> English 0.22 Maths 0.21 <p>An initial data drop in October highlighted an average deficit in progress of:</p> <ul style="list-style-type: none"> English 0.39 Maths 0.31 <p>0.17 is equivalent to one sub level</p>	<p>Academic Progress</p> <p>Year 11 leavers attained target grades due to process in place for allocation of grades.</p> <ul style="list-style-type: none"> 100% of year 11 pupils achieved a GCSE in maths and English 3 pupils achieved a 4 in GCSE maths 80% of year 11 pupils achieved more than 5 qualifications, with 40% leaving with over 10. <p>Using academic progress data for 2018-2019, predicted average progress for the summer term of 2019-2020 would be:</p> <ul style="list-style-type: none"> English 0.16 Maths 0.22 <p>An initial data drop in October highlighted an average deficit in progress of:</p> <ul style="list-style-type: none"> English 0.24 Maths 0.33 <p>0.17 is equivalent to one sub level</p>

Action Plans

Universal Offer				
Ref No.	Objective	Required Resources	Funding Allocation	Success Criteria
1	Pupils attend school well. Parents/carers and pupils are confident in the safety measures in school and value routine and educational offer available.	Relaunch of attendance reward scheme, including family-based raffles	£300	Pupils of families that received the reward scheme show consistently improving rates of attendance

		<p>Pastoral team capacity to carry out home/school liaison with significantly affected families</p> <p>Additional pastoral manager to establish effective 'lockdown' ways of working with wider professional and agency teams, ensuring the right support is available at the right time</p> <p>A timely communication strategy is in place, ensuring the parents/carers receive clear and consistent messages but safeguarding against overwhelming levels of information</p> <p>Group team links to families are heavily supported. Parents and carers are confident in their access to support</p> <p>Pupils have a clear understanding of their role in the health and safety of the school. Staff provide a school community-based message that enables pupils to feel safe.</p>	<p>£1680</p> <p>£1680</p>	<p>Families are receiving timely support and feel confident in their communications with school</p> <p>Multi-disciplinary teams are effectively re-established and work proactively to support the needs of families</p>
2	Pupil anxieties are reduced via the nurture-based provision on offer. Pupils respond well to their 'safe space' and feel that they have opportunities to address their anxieties with significant adult figures.	<p>Relaunch of nurture classrooms provides appropriate spaces for emotional wellbeing intervention to take place</p> <p>Nurture refresher training enables the staff team to refocus on provision that enables pupils to be ready to learn</p> <p>Physiological wellbeing spaces are established across the school, enabling pupils to access regulation support at times of crisis and increased anxiety</p>	<p>£1315</p>	<p>Nurture practice is evident throughout the school. Learner Journals, SeeSaw and virtual platforms evidence the focus on emotional wellbeing of pupils and its impact on academic progress</p> <p>The reduction in incidents of emotional dysregulation is maintained.</p>
3	Families that have experienced challenges throughout Covid-19 are enabled to access appropriate support.	Additional pastoral manager to establish effective 'lockdown' ways of working with wider professional and agency teams,	£1680	Identified support is in place for families that require it.

		<p>ensuring the right support is available at the right time</p> <p>FoJNA is relaunched via a virtual platform. Parents and carers are made aware of the networking opportunities and support groups available to them</p>	£1680	
4	The structure of the school day and academic curriculum focus provides opportunity to address deficits in core curriculum learning.	<p>Additional timetabling of core learning is made available</p> <p>Teacher planning sessions provide subject specialist support for 'catch-up' provision</p> <p>Online learning platforms such as MyMaths enable teachers to set specific catch-up programmes that are highly personalised.</p>	£975	<p>Quality assurance processes highlight progress in core subject areas</p> <p>Progress data demonstrates a recovery in core learning</p>
5	The pod structure provides capacity for intensive intervention in core learning skills.	<p>Additional instructor and teacher time is allocated to high quality interventions in core learning</p> <p>Targeted groups benefit from reduced group sizes to ensure personalised provision is available</p> <p>The focus on pod-based provision allows for interventions to be intense and rapid</p>		Interventions are effective in the rapid recovery of pupils skills in core curriculum learning
6	Remote learning technologies enable pupils to access personalised learning support both in and outside of the school day.	<p>Pupils are provided with access to SeeSaw and Bramble</p> <p>Teachers makes use of online learning resources such as MyMaths, Purple Mash and Accelerated Reader</p>	£1020	Online learning platforms evidence continued progress for pupils that are self-isolating
7	A robust remote learning policy and plan means pupils are provided with high quality 'real time' learning opportunities from day one of isolation periods.	Teachers and pupils have appropriate access to Bramble and SeeSaw		Online learning platforms make effective use of virtual teaching and learning

		<p>Senior leaders are on hand to troubleshoot and quality assure the remote provision available</p> <p>Appropriate physical resource is made for pupils who find virtual learning challenging or anxiety inducing</p> <p>The pastoral and group teams provide workshop sessions for parents/carers who require support to enable their child's access to online learning.</p>	£600	Pupils who are self-isolating are able to smoothly transition back into school without disruption to the progress that they are making
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KS2				
Ref No.	Objective	Required Resources	Funding Allocation	Success Criteria
1	A play to learn approach enables pupils who have experienced high levels of disruption to education to feel safe, happy and engaged in learning routines	<p>Specific spaces in KS2 are allocated to 'real life' play.</p> <p>Continuous provision is launched to enable pupils to access the right sort of learning at the right time for them.</p> <p>Play based learning means pupils are re-engaged in the learning routine and enabled to experience the magic and intrigue of learning via imagination.</p> <p>Story spaces provide pupils with space and time to allow their bodies to calm and their minds to explore.</p> <p>Staffing structures allow provision to be flexible, responding intensively to the needs of our youngest pupils.</p> <p>Thrive is relaunched and resourced appropriately</p>	TBC	<p>English and maths progress is enhanced via play to learn</p> <p>Readiness to learn is evidenced via quality assurance processes</p>

		Outdoor learning activities such as ScootFit enable pupils to regulate whilst having fun		
2	An intensive phonics programme of intervention allows pupils to make rapid progress in early reading skills	<p>Appropriate phonic specialist intervention time is provided across the key stage</p> <p>Access to online and in person intervention means that progress in phonics can still take place during periods of isolation</p> <p>The daily phonics routine is re-established via a key stage team retraining programme</p>	TBC	Acquisition of skills within phonics is evidenced in KS2 learner journals

KS3				
Ref No.	Objective	Required Resources	Funding Allocation	Success Criteria
1	Pupils engage in weekly life skills morning in order to reaffirm their basic needs provision	<p>Group teams provide family cooking and dining experiences once a week in order to support pupils' autonomy in meeting their own basic needs</p> <p>Intensive Thrive interventions allow pupils to engage in personal care routines</p> <p>Group team provide 'home' spaces as part of their nurture provision which focus on domestic skills and positive shared experiences</p> <p>Reward sessions target positive relationships and the enjoyment of everyday family activities such as playing games, movies and popcorn, story times.</p>	<p>£350</p> <p>£710</p>	Safeguarding referrals related to basic needs are reduced.

	Outdoor learning spaces are established to enable pupils to receive the benefits of learning outside regardless of changing restrictions	<p>Forest Schools equipment enables pupils to see the wonder of our onsite outdoor spaces</p> <p>Outdoor projects such as remote-controlled race tracks allow pupils to engage in planned outcomes and longer-term goals</p>	£295	Outdoor education is maintained throughout periods of local and national restrictions. Pupil wellbeing is improved via their experience of the outdoor environment
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KS4				
Ref No.	Objective	Required Resources	Funding Allocation	Success Criteria
1	Pupils feel confident in their preparedness for learning via the relaunch of the KS4 uniform.	<p>Assembly time allocated to pupil voice activities so a shared vision on uniform is co-authored with pupils</p> <p>Pupil height and weight checks allow intervention needs to be identified, and appropriate uniforms to be sourced.</p> <p>Uniform care sessions allow pupils to develop self-care skills and knowledge and understanding of school and community-based facilities to ensure basic needs are met</p> <p>Uniform starter kits for pupils in need mean all pupils feel confident in their appearance</p>	<p>£75</p> <p>£550</p>	KS4 pupils are ready to learn on arrival at school
2	An independent learning agenda allows pupils to prepare for revision whilst engaging in subject specific catch-up interventions	<p>‘Revision’ resources allow independent and ISW supported learning to take place on a personalised basis</p> <p>Kerboodle and My Maths subscription support in class and virtual learning.</p> <p>Personalised learning support equipment such as ear defenders provide pupils with</p>		Pupils who are self-isolating are able to smoothly transition back into school without disruption to the progress that they are making

		opportunities to learn independent learning skills		
	Preparation for adulthood life skills sessions allow pupils to envision and engage in long term aspirational planning	<p>Group team provide 'home' spaces as part of their nurture provision which focus on domestic skills and positive shared experiences</p> <p>Reward sessions target positive relationships and the enjoyment of everyday family activities such as playing games, movies and popcorn, story times.</p> <p>Resources to support practical class based SEMH/independent living activities replace offsite experiences</p> <p>Virtual experiences allow pupils to see new spaces that they will need to access for post-16 learning and daily independent living experiences</p>	£250	Pupils use SEMH sessions to learn life skills which will support them in their post 16 transition
3	A KS4 outdoor space for recreation, SEMH activities supports self-regulation and relationship building.	<p>Outdoor sports equipment allows pupils to reconnect with their peers via shared social experience</p> <p>A covered seating space provides an alternative area for social interaction, intervention and regulation</p>	£740	Incidents of emotional dysregulation remain low at KS4

Specific Pupil Groups				
Ref No.	Objective	Required Resources	Funding Allocation	Success Criteria
1	Pupil voice for Children who are Looked After will be championed via a renewed review process, providing them with ownership of goal setting and planning.	Pupils will be supported via intervention time to author their own priorities for LAC reviews and PEP meetings, therefore allowing them to re-engage with the process. this can be explored through future planning,		Pupil voice is heard in LAC meetings. Their concerns are addressed and drive the action of professional

		<p>Appropriate school-based pupil advocates will enable pupils to engage in their review process in a manner that suits them</p> <p>Utilise technology to allow students to feed back to other professionals remotely or before meetings to ease anxieties around attending professionals meetings.</p>	£500	<p>Pupils can articulate their long term aspirations</p>
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