

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	Joseph Norton Academy
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	77.4% (48/62)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 - July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	LGB
Pupil premium lead	Oliver Taylor/Todd Cheetham
Governor / Trustee lead	Emily Haddock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,225
Recovery premium funding allocation this academic year	£ 32,764
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	£ 81,989

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Kirklees is identified as **one of the most deprived 50 districts in England** for both the Income and Employment summary measures. The domain measures for 2019 can be accessed [here](#).

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

The aim of our PP strategy is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils at our school and, therefore, in our area. We have placed a strong emphasis on securing foundations in literacy and numeracy as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school.

At Joseph Norton, we ensure that the Pupil Premium Grant has the most benefit for those with the greatest disadvantage. Our intention is to build capacity and maximise our impact. Being such a small school with a large proportion of disadvantaged children means that some of the interventions put in place are shared by children who are not in receipt of Pupil Premium funding. We do this in order to promote good progress for all children.

The barriers and challenges disadvantaged pupils face are complex and varied - indeed, there is no single difficulty faced by all. However, we identify barriers that we believe are particularly relevant to our disadvantaged children in our context.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2019" available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our combined professional experience of what works best for children with SEMH difficulties

Recovery Premium

In 2020/21, the government announced it will provide a per-pupil premium to all state funded schools to support pupils to recover from the impact of the coronavirus pandemic on their education. The government states: schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

While the pandemic and two national lockdowns had an impact on every pupil at our school, we recognise that some pupils were and continue to be affected more than others. The purpose of this strategy is to ensure that we use our thorough assessment and knowledge of our pupils to use evidenced based practice and interventions to support both emotional and academic recovery drawing on evidence from the DfE and EEF.

Challenges

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

Challenge number	Detail of challenge
1	<p>Resilience for learning</p> <ul style="list-style-type: none"> The attendance of pupils in receipt of pupil premium during 2021-22 improved to 85.36% but still has not reached pre-pandemic levels. Socio-economic factors such as parental unemployment, broken families and poor educational outcomes of parents cause reduced attendance particularly in KS4, exacerbating gaps in the pupils' learning. Some pupils do not have the resilience for learning to be in a classroom environment and require a personalised offer of interventions and/or personalised packages of provision.
2	<p>Early Reading</p> <ul style="list-style-type: none"> Data shows that pupils in receipt of pupil premium arrive at school with reading levels below that of their mainstream peers. 85% of students requiring phonics interventions are from disadvantaged backgrounds. Low levels of literacy in the family home exacerbate this challenge.
3	<p>Socially valid behaviours</p> <ul style="list-style-type: none"> Disadvantaged pupils at Joseph Norton Academy have significant developmental delays, often caused by adverse childhood experiences. Reduced access to positive reciprocal interactions and experiences that support brain development mean that these pupils regularly display socially inappropriate responses to everyday situations.

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
<p>1. Resilience for learning</p> <ul style="list-style-type: none"> Attendance rates for pupils eligible for PP align more closely with pre-pandemic levels and that of their non-disadvantaged peers. Identified pupils access personalised provision in an appropriate 	<ul style="list-style-type: none"> By the end of the academic year 23-24 attendance for PP pupils will reach at least pre-covid levels of 89.37% rising to 19-20 levels the following year (92.87%). In the longer term, reaching our aspirational target of 95%. Attendance of KS4 pupils who are disadvantaged returns to at least national average for Special Schools. Pupils who cannot access the school's main offer quickly access a bespoke programme that addresses their personal development needs.
<p>2. Early Reading</p> <ul style="list-style-type: none"> Identified pupils access explicit and systematic instruction and adequate practice of phonics and decoding. 	<ul style="list-style-type: none"> Assessment data show that pupils' decoding skills increase to ensure that 73% are making accelerated progress. All identified pupils in KS3 complete the fresh Start programme within one term.

<ul style="list-style-type: none"> Identified pupils develop a love of reading, which is maintained throughout the school 	<ul style="list-style-type: none"> A culture of reading is maintained and observed through QA processes.
<p>3. Socially valid behaviours</p> <ul style="list-style-type: none"> Incidents of socially invalid behaviour are reduced, particularly for those with communication difficulties. 	<ul style="list-style-type: none"> By the end of the academic year 23-24, incidents of socially invalid behaviour have reduced by 25.4% for identified pupils. Language choice assessments show significant improvement in the social communication of key pupils,

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: £38,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training to ensure maintained fidelity to and confidence in our chosen phonics scheme.	The EEF toolkit highlights both Phonics and Reading Comprehension as having high impact for low cost, showing an impact of +5 and +6 respectively.	2
Continued CPD ensures staff are equipped to deliver all aspects of the Early reading strategy including Early Reading Interventions		2
Implementation of an effective preparation for adulthood programme that encompasses areas such as careers, personal development, life skills and Work Experience.	In 45 research studies identified, 60% of these provided largely positive findings of educational outcomes. Looking at the impact of different careers education interventions on achievement at GCSE. <i>Education Endowment Foundation</i>	1, 3

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

Budgeted cost: £23,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate additional targeted support for pupils across school through the addition of an HLTA/Instructor specifically focusing on interventions for students in receipt of pupil premium.	EEF toolkit highlights the effectiveness of small group tuition showing moderate impact for low cost and an impact rating of +4	1, 2, 3
Extend the school day to facilitate highly structured, small group sessions for identified pupils to re-enforce essential language skills and encourage engagement in their tutor sessions.	EEF Toolkit shows the impact of extending school time providing moderate impact for moderate cost and an impact rating of +3	2, 3

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

Budgeted cost: £20,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to provide effective family support interventions to support improvement in pupil's resilience to learning and attendance.	EEF toolkit shows the impact of parental engagement as being low cost with moderate impact and an impact rating of +4	1, 3
Introduce the Kindness Project initiative across school, incorporating the Language Choice Assessments and Kindness Ambassador schemes	A recent study by the Youth Endowment Fund: Anti-Bullying Programmes, Technical Toolkit Report, found in both case studies that "Anti-Bullying Programmes showed a 35% and 19% reduction in bullying type incidents over a fixed period"	3

Total budgeted cost: £81,989

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 2022 to 2023 academic year.

Significant progress is being made to return attendance of PPG students to pre-pandemic levels, however this figure is still yet to be achieved, we have seen an attendance increase from 83.75% to 85.36% and persistent absence reduced from 44% to 39% a decrease of 5% from 21/22 data. This significantly positively impacts PPG students with attendance of 86.3% in comparison to non-PPG peers of 81.13%. However this remains lower in KS4 than other areas of the school and will remain an ongoing focus in the upcoming year with dedicated oversight from senior leaders within the school.

There has been further improvement in the reduction of Restrictive Physical Interventions in 22/23. We have seen the lower levels of RPI used than in the previous 4 academic years, excluding the Covid-19 affected periods, with a reduction of 24% ending the academic year 2023. The continuation of additional instructor time has enabled students to access interventions each morning which promote positive regulation for learning each day and aids pupils to re-enter learning quickly after periods of dysregulation or heightened response.

With improvements around classroom expectations and increased rigour in routine, post pandemic, there has also been a compelling decrease in overall incidents, with a 23% reduction in the year 22/23. The most consistent reduction in incidents is within KS4. On average incidents per child decrease from 36 in KS2, 28 in KS3 to 15 in KS4, a reduction of 58% as you move through school.

The implementation and embedding of the 21/22 phonics scheme and specific targeted interventions has supported the improvement in reading levels. This continued dedicated focus around early reading has ensured 88% of pupils made progress within phonics due to increased access to 1:1 and small group interventions. This has ensured pupils can successfully access other areas of the curriculum with 100% of learners leaving KS4 with accredited outcomes in English and 89% in mathematics. 100% of students leave school with qualifications that support their next steps.

The most recent school leavers have been able to access positive destinations tailored to their needs, strengths and interests, with 89% of Year 11 students gaining and accessing appropriate Post-16 placements

Students in receipt of PPG have made good progress in their Personal Development programmes of study. 62% of PPG students made good progress in SEMH and 68% of students made good progress towards their personal EHCP targets. Alongside 67% of students remaining on track within their aspirational study programmes in 22/23. Dedicated teacher time alongside specific Instructor and HLTA interventions have had a significant impact on the Personal Development progress of our PPG students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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