

(2020-2021) PUPIL PREMIUM IMPACT REPORT

HEADLINE INFORMATION

For the academic year 2020 - 2021, Joseph Norton Academy received £47,436 of pupil premium funding. The Academy used this funding as follows:

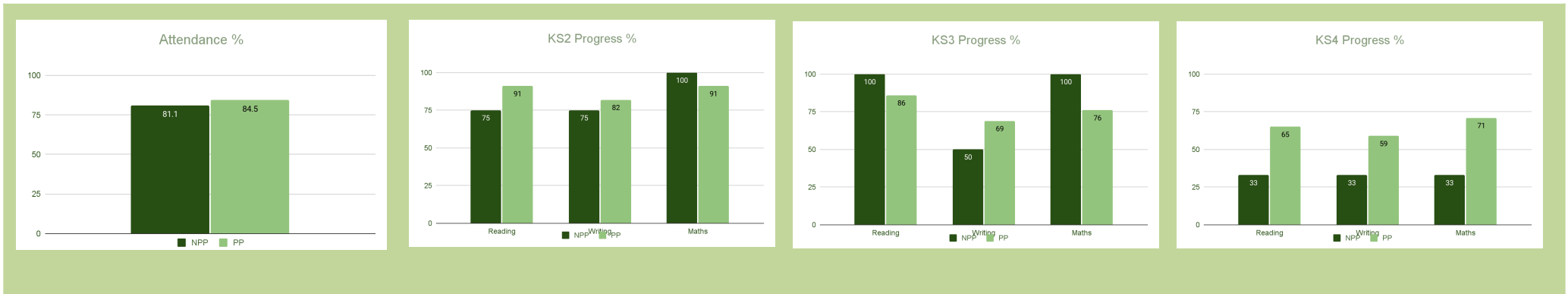
- To improve the attendance of pupils in receipt of pupil premium and tackle external barriers to learning by developing a comprehensive model of family support and challenge
- To develop pupils' behaviour for learning through targeted interventions that reduce areas of SEMH deficits
- Accelerate the progress of educationally disadvantaged pupils so that there is a reduction of disincentives and promotion of ambition for all

<i>Summary Information</i>	<i>KS2 8 (15)</i>		<i>KS3 30 (31)</i>		<i>KS4 19 (20)</i>		<i>Total 58 (66)</i>	
<i>2020 - 2021</i>	PP	NPP	PP	NPP	PP	NPP	NPP	PP
<i>Pupils on Roll at the start of year</i>	6	2	26	4	16	3	50	8
<i>(Pupils currently on Roll)</i>	(11)	(4)	(29)	(2)	(17)	(3)	(57)	(9)

POSITION STATEMENT

- Joseph Norton Academy has an above average percentage of disadvantaged pupils.
- 87% of pupils are currently eligible for pupil premium.
- Over the last three years, Joseph Norton Academy has successfully used pupil premium to close the gap between disadvantaged pupils and their peers within the school.
- At Joseph Norton, many of the barriers faced by children in receipt of pupil premium are also faced by children who are not.
- For this reason, a balanced and holistic approach to the allocation of funding has been taken for 2020 - 2021 and the new strategy has focused on three areas:
 - Whole school intervention that will benefit disadvantaged children and their peers
 - Key stage intervention for areas of deficit
 - Group or Pupil Specific interventions for disadvantaged pupils who are most at risk of not achieving externally benchmarked outcomes in English and maths.

PERCENTAGE OF PUPILS MAKING GOOD AND BETTER PROGRESS 2020 - 2021: (ATTENDANCE NEEDS UPDATING STILL)



Research, carried out by the Education Policy Institute (EPI) and Renaissance Learning, has explored the impact of the pandemic on attainment at both national and regional levels and comprises of two reports, covering learning loss during the autumn term (2020) and the spring term (2021). Key findings highlighted learning losses of 3.7 months in maths and 1.8 in reading for pupils in primary school by October 2020, briefly recovering by December and then regressing to similar levels by March 2021. The reports also found that pupils from disadvantaged backgrounds were disproportionately affected by the pandemic as well as disparities in learning losses at a regional level.

PRIORITIES



Whole School



Key Stage



Group or Pupil Specific

Implement a strategic and operational plan with specific actions to reintegrate Pupil Premium children back into learning.	Reduce the gap between key stage 2 PP and NPP pupils in maths	Support specific PP pupils to reintegrate into school via highly personalised and strategically monitored use of Motional intervention
Ensure staff have the skills and knowledge to implement a fully inclusive and personalised curriculum for every Pupil Premium child.	Support the emotional wellbeing of PP pupils in key stage 3 and reduce instances of dysregulation	Create a significantly personalised curriculum for PP pupils who exhibit high levels of deficit in core curriculum progress
Support Pupil Premium children to develop age appropriate communication, interpersonal and social skills through a whole school approach to social use of language	Support progress in English for PP pupils at key stage 4 and bring it in line with NPP pupils	Employ bespoke social communication skills programmes for KS4 PP pupils requiring intensive intervention prior to accessing post-16 education

DETAILED INFORMATION

Objective	Success Criteria	Progress Summary - impact	Actual amount spent
Implement a strategic and operational plan with specific actions to reintegrate PP children back into learning.	A well-planned transition supports new and existing PP pupils to engage in learning quickly and effectively.	Additional pastoral presence, alongside the introduction of a low arousal approach, has assisted in the regulation of learners. Although there has been a slight increase of 73 incidents of adverse SEMH regulation for PP pupils, there has been a reduction of 72 overall restraints when comparing data from 2019-20 compared to 2020-21.	£13,433
	Redeployment of instructors to carry out individual support to re-access learning quickly after periods of dysregulation.	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. This has had a positive impact this year and needs to be continued next year to support the re-ignition of pupils' learning into the next academic year.	£13,847

	<p>A robust action plan details how additional funding will be targeted to support pupil progress.</p> <p>A new blended learning policy ensures the further impact of the virus on PP pupils is limited for the duration of the year.</p>	<p>At the beginning of the academic year, a COVID catch-up plan was produced and put in place. This was reconsidered once the government guidance changed and, as a result, funding was redirected for the recruitment of an Academic Mentor. However, difficulties with recruiting this year have meant that this post has only recently been filled and will commence in September 2021.</p> <p>Comparison between 2019-20 to 2020-21 shows a reduction of 2.9% in PP student attendance during the COVID period and lockdowns.</p> <p>All PP learners had access to a Chromebook and internet access during the COVID period to enable their learning if unable to access the onsite offer. Internet access was also available through the use of dongles which the school was able to supply when needed.</p>	<p>£12,341</p>
<p>Ensure staff have the skills and knowledge to implement a fully inclusive and personalised curriculum for every PP child.</p>	<p>Teachers have a strong knowledge of the subjects that they teach and confidently build robust curriculum plans for PP learners.</p> <p>All teachers ensure a rigorous and sequential approach to reading that assesses and addresses gaps so that PP pupils can access the full curriculum</p>	<p>6 Joseph Norton Academy based CPD strands are available to all staff as well as 12 SPP based strands. All staff have successfully engaged in CPD which has resulted in supporting 73.7% of students making good or better progress in two or more subjects, including SEMH. However, the lockdowns have had a significant impact on PP learners who, nationally, have underperformed in relation to their NPP counterparts. This is also reflected in data for our KS3 pupils. However, it is important to note that the number of NPP pupils attending this key stage is so low in comparison that it makes comparisons difficult to make and means that this data is not secure.</p> <p>Reading age assessment, where undertaken, have provided a strong baseline to carry out accelerated reader programs linking with online reading platforms to support and encourage reading for both enjoyment and learning. This is not yet consistent throughout the school and requires further work in the new academic year before the impact can be assessed.</p> <p>All classrooms now have a designated reading space for students to enjoy reading in free time. In addition, a whole school library has enabled access to a wider spectrum of books and other reading materials.</p> <p>Lesson observations during Learning Walks have identified that teacher knowledge of how to teach reading needs further development and will therefore be a focus for the next academic year.</p>	<p>£3,000</p>
<p>Support PP children to develop age appropriate communication, interpersonal and social skills through a whole school approach to social use of language</p>	<p>Staff have good knowledge of how language acquisition takes place, and how use of language can be supported over time</p> <p>The school community models and values effective social communication strategies</p> <p>Communication is an integral part of the curriculum with</p>	<p>Communication based CPD strands are used to upskill staff with new and research-based methods of support for all learners. Motional is utilised to support social and communication-based skills which link to the SEMH development need of the learners, but this requires further embedding in the upcoming year in order to be fully effective.</p> <p>Motional is now utilised in some groups as a planning and tracking tool for interventions where progress can be identified and deficits investigated and supported. However, due to the pandemic, interventions opportunities have been significantly affected and Motional use is not yet consistently used throughout the school and so requires further work in the new academic year before the impact can be assessed.</p> <p>INSET provided an opportunity to refocus practice and plan collaboratively for the additional needs of learners working through a recovery curriculum.</p> <p>A number of teachers accessed Thrive training and the subsequent Thrive assessments informed the planning of</p>	<p>£285</p> <p>£2200</p>

	opportunities to rehearse and engage in a wide variety of interactions	these sessions.	
Reduce the gap between key stage 2 PP and NPP pupils in maths	PP pupils progress in maths is as good or better than their NPP counterparts	<p>KS2 staff have worked collaboratively with KS3 staff to establish curriculum links and progression. This progression framework now utilises a shared and through school Programme of Study to support progression.</p> <p>In addition to real world play, practical and sports-based subjects are utilising a maths focus to add real world context to maths learning.</p> <p>Whole school Maths teaching training as part of specialist pedagogy CPD allowed maths specialists to upskill non-specialists through training around key concepts.</p> <p>Despite the work undertaken to address gaps in maths between KS2 PP and NPP, the last academic year has had a significant impact on PP learners in regards to their mathematical learning, resulting in PP pupils appearing to underperform in relation to NPP students in Maths across the school, with the exception of KS4. However, the small number of NPP pupils squashes the data and makes comparisons problematic.</p>	
Support the emotional wellbeing of PP pupils in key stage three and reduce instances of dysregulation	Instances of emotional dysregulation decrease. Pupils are supported to self-regulate via the restraint reduction strategy	<p>Physiological learning spaces have been utilised within self-regulation plans and instructor-based intervention sessions. Regulation equipment and resources have been provided in classrooms which enables learnt regulation skills from these sessions to be used in classrooms. This needs to be further developed so that it becomes whole-school practice.</p> <p>Some KS3 & KS4 students have been assessed using the motional program and are currently engaging in Motional based intervention programs to support identified needs. However, this is not yet consistent throughout these key stages and needs further embedding.</p>	£2000
Support progress in English for PP pupils at key stage 4 and bring it in line with NPP pupils	<p>PP pupils demonstrate engagement resilience when taking part in extended writing activities</p> <p>PP pupils demonstrate increased learning stamina</p> <p>Pupils have a clear accreditation pathway in English which allows them to build confidence in accessing exam based processes</p>	Planning through all key stages is now conducted collaboratively utilising a shared through school Programmes of Study, however, this needs further embedding to ensure consistency of approach and pitch.	

Support specific PP pupils to reintegrate into school via highly personalised and strategically monitored use of Motional intervention	Pupils access data led interventions which support current needs. Data will show improvement in targeted areas and demonstrate positive reintegration.	Thrive and Motional is utilised as a planning and tracking tool for interventions where progress can be identified and deficits investigated and supported but the impact of 2 lockdowns has meant that progress with this has been limited and therefore needs to continue next year as it is not yet fully embedded throughout the school. Re-evaluation of students is taking place in class teams and enabling appropriate interventions to support need and this will need to continue next year.	
Create a significantly personalised curriculum for PP pupils who exhibit high levels of deficit in core curriculum progress	Pupils narrow attainment gaps and progress in line with NPP peers. Pupils work evidences progress in targeted areas through moderation and learning scrutiny	Research, carried out by the Education Policy Institute (EPI) and Renaissance Learning, explores the impact of the pandemic on attainment at both national and regional levels and consists of two reports, covering learning loss during the autumn term (2020) and the spring term (2021). Key findings highlighted learning losses of 3.7 months in maths and 1.8 in reading for pupils in primary school by October 2020, briefly recovering by December and then regressing to similar levels by March 2021. The reports also found that pupils from disadvantaged backgrounds were disproportionately affected by the pandemic as well as disparities in learning losses at a regional level. A similar pattern can be seen in data from JNA .	
Employ bespoke social communication skills programmes for KS4 PP pupils requiring intensive intervention prior to accessing post-16 education	Pupils are confident in reciprocal conversations with others outside of their working group Pupils experience formal interview process to prepare for post-16 interviews Pupils are able to explore learning in a adult based environment	School worked with C&K careers to ensure appropriate applications were submitted in good time. 2 x ISW's have been supporting pupils on daily activities including visits to providers, exploring the local area, using public transport and finding appropriate and affordable places to eat. Pupils who have engaged with the trips and activities feel less anxious about enrolment in September. Practising using public transport and finding somewhere affordable to eat helps to remove possible barriers to access in the future.	

Total allocated to date: **£46,906**

At the beginning of last year, the above priorities were the targets that were set out for the upcoming year. However, due to the continuation of the pandemic, resulting in another two lockdowns this academic year, changes had to be made and funds re-diverted in order for us to better support pupils and their families during these unprecedented times. During the two national lockdowns during this academic year, JNA provided additional support to PP pupils and their wider families. Over the lockdown periods, JNA staff have provided:

- On average, 25 food parcels were delivered to the most vulnerable families each week
- 25 safe and well checks , which were carried out each day during lockdown.
- 252 Bramble communication sessions, which took place to ensure students were safe and also to promote participation with the remote learning opportunities

- 592 Bramble intervention sessions which took place for learners who accessed their education remotely online, rather than in school
- A comprehensive online learning package, which was created to support movement between school and home learning
- Weekly online assemblies
- Daily virtual 'catch-ups', which were put in place to support emotional regulation within the home

	KS2		KS3		KS4		Total	
AUTUMN	NPP (3)	PP (6)	NPP (2)	PP (30)	NPP (3)	PP (18)	NPP (8)	PP (54)
Attendance	91.5	87.0	85.6	86.3	85.7	85.8	87.3	86.3
English - reading	100 (3)	83.3 (5)	100 (2)	70 (21)	66.7 (2)	55.6 (10)	87.5 (7)	66.7 (36)
English - writing	100 (3)	83.3 (5)	50 (1)	56.7 (17)	66.7 (2)	50 (9)	75 (6)	57.4 (31)
maths	100 (3)	100 (6)	50 (1)	60 (18)	66.7 (2)	72.2 (13)	75 (6)	68.5 (37)
SEMH	100 (3)	83.3 (5)	100 (2)	63.3 (19)	66.7 (2)	61.1 (11)	87.5 (7)	64.8 (35)
Critical Dysregulation (Average per pupil)	1.33	1.33	0	1.23	0.67	0.5	0.75	1.04
Adverse SEMH Reg. (Average per pupil)	15.67	25.83	4.5	10.6	5.67	10.67	9.13	12.31

	KS2		KS3		KS4		Total	
SPRING	NPP (3)	PP (9)	NPP (2)	PP (30)	NPP (3)	PP (17)	NPP (8)	PP (56)
Attendance	71.5	61.7	57.8	61.3	50.6	58.9	52.4	61.3
English - reading	100 (3)	89.9 (8)	100 (2)	67.0 (20)	33.3 (1)	41.2 (7)	75 (6)	62.5 (35)
English - writing	100 (3)	89.9 (8)	100 (2)	67.0 (20)	33.3 (1)	35.3 (6)	75 (6)	60.7 (34)
maths	100 (3)	89.9 (8)	100 (2)	63.3 (19)	66.7 (2)	58.8 (10)	87.5 (7)	66.1 (37)
SEMH	100 (3)	89.9 (8)	50 (1)	60.0 (18)	33.3 (1)	76.5 (13)	62.5 (5)	69.6 (39)
Critical Dysregulation (Average per pupil)	1.33	0.44	0.5	0	0.67	0.18	0.88	0.13
Adverse SEMH Reg. (Average per pupil)	15.3	18.11	12.0	3.8	2.0	2.65	9.5	5.75

	KS2		KS3		KS4		Total	
SUMMER	NPP (4)	PP (11)	NPP (2)	PP (29)	NPP (3)	PP (17)	NPP (9)	PP (57)
Attendance	96.7%	95.2%	76.9%	83.2%	67.1%	80.1%	81.1%	84.5%
English - reading	3 (75%)	10 (91%)	2 (100%)	25 (86%)	1 (33%)	11 (65%)	6 (66%)	46 (81%)
English - writing	3 (75%)	9 (82%)	1 (50%)	20 (69%)	1 (33%)	10 (59%)	5 (56%)	39 (68%)
maths	4 (100%)	10 (91%)	2 (100%)	22 (76%)	1 (33%)	12 (71%)	7 (78%)	44 (77%)
SEMH	1 (50%)	9 (100%)	1 (50%)	24 (86%)	1 (50%)	14 (78%)	3 (50%)	47 (85%)
Critical Dysregulation (Average per pupil)	3.5	3.36	1	1.1	0	0.18	1.78	1.26
Adverse SEMH Reg. (Average per pupil)	13.5	22.1	11.5	7.62	7	9.06	10.89	10.89