

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	66
Proportion (%) of pupil premium eligible pupils	87.88%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 (1 year only due to pandemic)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	LGB
Pupil premium lead	Ryan Gladwin
Governor / Trustee lead	Emily Haddock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,005
Recovery premium funding allocation this academic year	£ 14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 10,120
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	£ 72,335

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"
- Education Endowment Foundation Teaching and Learning Toolkit
- Research on disadvantaged pupils and the vocabulary gap
- 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	Resilience for learning

	<ul style="list-style-type: none"> ● The attendance of pupils in receipt of pupil premium during the pandemic was 83.2% despite the incredible efforts of our staff team ● Some of our families are not equipped with the skills and knowledge required to effectively parent children with SEMH needs. ● A reduced 'early help' offer throughout the pandemic means that many parents have been unable to manage their child's presentations leading to a lack of boundaries and routine.
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. ● Low levels of literacy in the family home exasperate this challenge. ● Very few pupils arrive with a love of reading.
3	<p>Self Esteem</p> <ul style="list-style-type: none"> ● Socio-economic factors such as parental unemployment, broken families and poor educational outcomes of parents cause reduced attendance particularly in KS4, exasperating gaps in the pupils' learning ● Low self-esteem from historic failures and challenges within their home life and education reduces their resilience to learning and attendance.
4	<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 situations.
5	<p>Gaps in learning</p> <ul style="list-style-type: none"> ● Gaps in learning have been exacerbated by the pandemic during which pupils required a welfare and engagement first approach.

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>Resilience for learning</p> <ul style="list-style-type: none"> ● Reestablish strong patterns of attendance. ● Reestablish classroom routines and behaviours. 	<p>The attendance of pupils from disadvantaged families is at least equal to that of their non disadvantaged peers pre-pandemic.</p> <p>Incidents requiring physical intervention return to pre-pandemic levels by September 2022.</p>
<p>Early Reading</p> <ul style="list-style-type: none"> ● Ensure disadvantaged pupils develop a love of reading, which is maintained throughout the school. 	<p>KS2 pupils in receipt of pupil make accelerated progress closing the gaps between current levels and age related expectations.</p>

<ul style="list-style-type: none"> ● Ensure disadvantaged pupils can utilise their reading skills to access other areas of the curriculum 	<p>By KS4 pupils 100% of disadvantaged pupils in KS4 gain recognised English and Maths qualifications at an appropriate level.</p>
<p>Self Esteem</p> <ul style="list-style-type: none"> ● Use packages of personalised and vocational provision to engage disadvantaged pupils in KS4 and secure their next steps. 	<p>Attendance of KS4 pupils who are disadvantaged increases from 82.3% to 92%. All pupils in KS4 access a personalised transition to Post 16 EET. More pupils achieve a vocational qualification relevant to their employment aspirations.</p>
<p>Socially valid behaviours</p> <ul style="list-style-type: none"> ● Support pupils to use appropriate communication skills reducing incidents of <ul style="list-style-type: none"> ○ physical intervention ○ derogatory language ○ peer on peer abuse 	<p>Disadvantaged pupils consistently make accelerated SEMH progress - closing the gap between their mainstream peers.</p>
<p>Gaps in learning</p> <ul style="list-style-type: none"> ● Support pupils to address areas of lost learning through 	<p>Teachers use up-to-date assessment to address gaps in learning - particularly in maths and English with progress of disadvantaged pupils returning to pre-pandemic levels over time.</p>

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: £ 30349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training to ensure fidelity to and confidence in new phonics scheme.	EEF toolkit highlights both Phonics and Reading Comprehension as having high impact for low cost, showing an impact of +5 and +6 respectively.	2
Implement a new phonics scheme to use in whole class teaching and 1:1 interventions.	EEF toolkit highlights both Phonics and Reading Comprehension as having high impact for low cost, showing an impact of +5 and +6 respectively.	2
Deliver training in the Cornerstones curriculum to ensure early reading and writing skills are developed through both discrete and topic based sessions.	Over 2000 primary schools used cornerstones to implement ambitious curricula. Case studies outline the positive impact this has had on the curriculum outcomes.	2
Implementation of an effective preparation for adulthood programme that encompasses areas such as careers, personal development and life skills.	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>	3

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

Budgeted cost: £ 27925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate additional targeted support for pupils within KS4 through the addition of a HLTA/ACT working alongside the class	EEF toolkit highlights the effectiveness of small group tuition showing moderate impact	3

teacher and delivering daily personalised interventions.	for low cost and an impact rating of +4	
Appoint an academic tutor to provide targeted interventions for pupils to increase their basic skills throughout the core curriculum areas.	EEF toolkit highlights the impact of one to one tuition as high impact for moderat cost showing an impact of +3	3, 5
Increase opportunities to engage in arts participation through funded programs within Art, Physical Education and Music.	EEF toolkit highlights the positive impact that Arts intervention through low cost with an impact rating of +3	3
Extend the school day to facilitate highly structured, small group sessions for identified pupils in years 7, 8 and 11 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	5

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

Budgeted cost: £ 14061

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeploy instructors to carry out individual support to re-access learning quickly after periods of dysregulation.	Previous positive impact on pupils engagement and progress in learning has been positive	1, 4
Thrive programme to be relaunched and embedded within KS2. Trained practitioners to provide targeted support to staff in implementing the “Thrive Approach” across the setting.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	1, 4
Research based interventions to support resilience for learning to be implemented for pupils across KS3.	A study into using the Boxall Profile Online across the whole-school, found 26% of SEMH needs that would have otherwise remained hidden. When support was put in place following Boxall Profile Online assessment, the study found that after just five months there was a 23% decrease	1, 4

	in the number of students displaying these needs.	
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	

Total budgeted cost: £ 72335

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 2020 to 2021 academic year.

Additional pastoral presence, alongside the introduction of a low arousal approach, has assisted in the regulation of learners. There has been a reduction of 424 incidents of adverse SEMH regulation for PP pupils and a reduction of 390 overall restraints when comparing data from autumn & spring terms 2019-20 compared to autumn & spring terms 2020-21.

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.

6 Joseph Norton Academy based CPD strands were available to all staff as well as 12 SPP based strands. All staff have successfully engaged in CPD which has resulted in supporting 61.9% of students making good or better progress. 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 at JNA, both in English and Maths, and in all three key stage groups, with the exception of English at KS4. However, it is important to note that the number of NPP pupils attending JNA is so low in comparison that it makes comparisons difficult to make and means that this data is not secure.

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 .

We mitigated the impact of the pandemic on academic outcomes through a high quality virtual and supportive provision throughout the periods of lockdown. This consisted of a range of personalised support, a high proportion of pupils accessing school site and a strong and consistent virtual learning offer. Pupils accessed over 592 virtual teaching interventions, an average of 25 food parcel deliveries per week, daily visits for pupils at home and a range of daily remote learning activities.

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.

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.

Communication based CPD strands were used to upskill staff with new and research-based methods of support for all learners. Motional and Thrive was 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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.