

## 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	63
Proportion (%) of pupil premium eligible pupils	83.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022- July 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	LGB
Pupil premium lead	Catherine Haslam/Todd Cheetham
Governor / Trustee lead	Emily Haddock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,450
Recovery premium funding allocation this academic year	£ 14,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 67,060

# 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"> <li>● The attendance of pupils in receipt of pupil premium during 2021-22 was only 84% despite the incredible efforts of our staff team.</li> <li>● Some of our families are not equipped with the skills and knowledge required to effectively parent children with SEMH needs.</li> <li>● 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.</li> </ul>
2	<p><b>Reading to write</b></p> <ul style="list-style-type: none"> <li>● Data shows that pupils in receipt of pupil premium arrive at school with reading levels below that of their mainstream peers.</li> <li>● Low levels of literacy in the family home exacerbate this challenge.</li> <li>● Very few pupils arrive with a love of reading.</li> <li>● Despite significant improvements in reading progress this has not yet translated into writing.</li> </ul>
3	<p><b>Self Esteem</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Low self-esteem from historic failures and challenges within their home life and education reduces their resilience to learning and attendance.</li> </ul>
4	<p><b>Socially valid behaviours</b></p> <ul style="list-style-type: none"> <li>● Disadvantaged pupils at Joseph Norton Academy have significant developmental delays, often caused by adverse childhood experiences.</li> <li>● Reduced access to positive reciprocal interactions and experiences that support brain development mean that these pupils regularly display socially inappropriate responses to situations.</li> </ul>
5	<p><b>Pupil Progress</b></p> <ul style="list-style-type: none"> <li>● Due to continued disruption and recovering attendance pupil progress levels have not returned to pre pandemic levels.</li> </ul>

## 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><b>Resilience for learning</b></p> <ul style="list-style-type: none"> <li>● Reestablish strong patterns of attendance.</li> <li>● Reestablish classroom routines and behaviours.</li> </ul>	<p>The attendance of pupils from disadvantaged families returns to above national average for special schools nationally.</p> <p>Incidents requiring physical intervention continue to reduce from last year.</p>
<p><b>Reading to Write</b></p> <ul style="list-style-type: none"> <li>● Ensure disadvantaged pupils develop a love of reading, which is maintained throughout the school and transfers into their ability to write</li> </ul>	<p>KS2 pupils in receipt of pupil make good progress in reading and writing closing the gaps between current levels and age related expectations.</p>

<ul style="list-style-type: none"> <li>● Ensure disadvantaged pupils can utilise their reading skills to access other areas of the curriculum.</li> </ul>	<p>By KS4 pupils 100% of disadvantaged pupils in KS4 gain recognised English qualifications at an appropriate level.</p>
<p><b>Self Esteem</b></p> <ul style="list-style-type: none"> <li>● Use packages of personalised and vocational provision to engage disadvantaged pupils in KS4 and secure their next steps.</li> </ul>	<p>Attendance of KS4 pupils who are disadvantaged returns to at least national average for Special Schools.</p> <p>All pupils in KS4 access a personalised transition to Post 16 EET.</p>
<p><b>Socially valid behaviours</b></p> <ul style="list-style-type: none"> <li>● Support pupils to use appropriate communication skills reducing incidents of <ul style="list-style-type: none"> <li>○ behaviour incidents</li> <li>○ physical intervention</li> <li>○ negative social communication</li> </ul> </li> </ul>	<p>Disadvantaged pupils consistently make accelerated SEMH progress - closing the gap between their mainstream peers.</p> <p>An overall reduction in the number of incidents compared to last academic year.</p>
<p><b>Pupil Progress</b></p> <ul style="list-style-type: none"> <li>● Support pupils to make accelerated progress in core areas identified on PAMs</li> </ul>	<p>Pupil progress will return to pre-pandemic levels.</p> <p>100% of Y11 students leave with qualifications in English and Maths at an appropriate level.</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: £23,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training to ensure maintained fidelity to and confidence in our chosen 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
Continued CPD 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: £31,911

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/Tutor working alongside the class teacher and delivering daily personalised interventions.	EEF toolkit highlights the effectiveness of small group tuition showing moderate impact for low cost and an impact rating of +4	3
Appoint an academic tutor through the NTP to provide targeted interventions for pupils to increase	EEF toolkit highlights the impact of one to one tuition as high impact	3, 5

their basic skills throughout the core curriculum areas.	for moderat cost showing an impact of +3	
Increase opportunities to engage in arts participation through funded programs and specialist interventions.	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 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: £ 12,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeploy instructors to carry out individual interventions supporting SEMH progress and self-regulation skills.	Previous positive impact on pupils' engagement and progress in learning has been positive.	1, 4
Thrive practitioner training, whole staff CPD and targeted staff support used to further embed "Thrive Approach" across Key Stage 2.	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
Train all staff in the use of the Secure Base Model to ensure classrooms are nurturing and support regulation.	Beek and Schofield 2004 demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.	1, 4
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, 4

**Total budgeted cost: £ 71,077.60**

## 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.

Despite improvements in the attendance of disadvantaged learners in the 2020-21 academic year we are yet to return to the levels seen pre-pandemic. This will remain an ongoing focus in the upcoming year with dedicated oversight from senior leaders within the school.

As classroom routines and expectations have become re-embedded, the number of incidents involving physical intervention has reduced by 27% (from 1279 to 937) in the same time period compared to pre-pandemic figures (2018-19). 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.

The introduction of a new phonics scheme and specific targeted interventions has supported the improvement in reading levels. This dedicated focus around early reading has ensured 75% of pupils in receipt of pupil premium are making good or better progress in reading, representing no progress gap between them and their peers. This has ensured pupils can successfully access other areas of the curriculum with 83% of learners leaving KS4 with accredited outcomes in English and 92% in mathematics. 100% of students leave school with qualifications that support their next steps.

The use of personalised and vocational provision for students in KS4 has been successful in improving Y11 attendance. Y11 whole year attendance for disadvantaged pupils has increased to 82.9%.

The use of additional HLTA support and academic tutoring within KS4 has ensured 90% of disadvantaged pupils have positive offers for post 16 education placements. One pupil is seeking employment at 16. 90% of disadvantaged pupils achieved at least 1 vocational qualification throughout the academic year 2021-22. Disadvantaged pupils achieved an average of 2.4 vocational qualifications per pupil.

62.5% of pupils in receipt of pupil premium are making good or better progress in SEMH. This compares to 50% of their NPP peers over the same time period.

Ongoing staffing challenges and sustained levels of Covid 19 have impacted upon the Pastoral teams capacity to deliver interventions within and beyond school. Individual areas of success include the increase of Early help processes, reduction in dysregulation from pre pandemic and increased attendance. Despite these successes- this work remains an ongoing priority for the upcoming year.

### 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.*