

New River College Primary Pupil Referral Unit

1. Context

New River College Primary Pupil Referral Unit is a school for pupils with social, emotional and behavioural difficulties who have been permanently excluded or are at risk of being excluded from mainstream school.

Due to the Pupil Premium data being based on the January Census and the transient pupil population due to us being a pupil referral unit we use the eligibility for FSM as a more accurate reporting data set.

All of New River College pupils are referred to us due to them being permanently excluded or at risk of being permanently excluded from mainstream education. Therefore all pupils who attend New River College are seen as disadvantaged and vulnerable.

During 2014-2015 our roll was as follows:

Pupil numbers

Pupils on roll totalled 26 pupils throughout 2014/2015 an increase of 7 pupils from 2013 / 2014. 56.5% of all pupils received the pupil premium as of the January Census 2013. Due to the numbers of pupils who are referred and the number of leavers throughout the year the number of pupils on FSM totalled 21, which equates to 80.7% of the pupils as compared to the national average of 17% and the Islington average of 44% (SFR06/2015: GCSE and equivalent attainment by pupil characteristics).

Pupils with SEN

100% of pupils have a SEN. Of these 11.5% of pupils have a statement. The remaining 88.5% of pupils are on SEN Support categorised as Social, Emotional and Mental Health. This is in comparison to the national average of 1.4% of primary aged pupils with statement, and 16% with School Action and School Action + interventions (SFR06/2015: GCSE and equivalent attainment by pupil characteristics).

Gender

3.8% or 1 pupils were female with 96.2% male. For pupils eligible for FSM 77% were male and 3.8% were female.

Reintegrated pupils

During 2014/2015 10 pupils were on reintegration packages as follows;

- 6 full integrations, 5 successful
- 4 bespoke reintegration packages ongoing
- 2/3 of Y6 pupils transitioned to mainstream secondary schools
- 1/3 of Y6 transitioned to a specialist setting

A total of 7 pupils were reintegrated during 2013/2014 with 100% being eligible for FSM. 46% of pupils were reintegrated in 2014/2015 compared to 37% of pupils reintegrated in 2013/2014 and 27% in 2012/2013.

Pupils with social care interventions

There were 2 Children Looked After on roll. In addition 6 pupils had Children in Need interventions.

2. Use of pupil premium 2014 - 2015

Approach

Across New River College the Pupil Premium is used to raise attainment. Examples of the ways in which New River College plan to allocate the funding include:

1. Attendance – continue to commission a specialist and second the LBI EWO to work as NRC EWO to support raising attendance so that we can further contribute to raising rates of progress
2. CAMHS – CAMHS sessions for most vulnerable pupils, following evidence of impact
3. Numeracy – Numicon training, resources and programs to enable us to further close the attainment gap
4. Curriculum enrichment – continue enrichment activities, following evidence of impact

3. CAMHS Support

As seen from the SEN data this service is imperative in supporting all our pupils with Behavioural Emotional and Social Difficulties (BESD).

In total we commission CAMHS to provide 3.5 days per week clinician support term time only.

The service model and objectives:

The specialist CAMHS input into NRC Secondary PRU aims to meet the diverse mental health needs of the PRU population through a range of staff support and clinical input across three broad areas of service activity. This work includes liaison work, supporting clinical activity and direct work.

Liaison Work

The aims of liaison work are to promote and improve the mental health outcomes and enhance emotional well-being for **all** pupils within each key stage. This will be achieved through:

- Admission and Re-integration Planning.
- Coordinating involvement of professionals such as CAMHS, Social Care and Education.
- Attendance at professional and network meetings.

Supporting Clinical Activity

Supporting clinical activity involves providing support to staff in their day - to - day contact with young people who have diverse mental health needs. This will be provided via a number of forums:

- Writing substantial reports about the young people at the PRU.
- Extensive telephone consultations.
- Extensive File reviews.
- Classroom observations.

Direct Work

CAMHS provides a range of assessment and treatment interventions as part of a specialist offer to the pupils at the PRU. These include, direct assessment and intervention work with young people and/or parents.

Overview of work with pupils

The CAMHS PRU team have been providing interventions to meet the various complex needs of the pupils attending NRC Primary. This varies for individual pupils and adapts to prioritise mental health difficulties experienced by pupils at the PRU and complexity factors in their lives. Without this work pupils are not ready to engage and participate in their learning so imperative this continues.

CAMHS input is essential in Team Around the School to support staff in how pupils, will engage, their trigger points and effective management of their behaviours. This supports pupils' attendance, attainment and behaviours. Pupils accessing the CAMHS input were able to access more taught lessons and more frequent learning than when they were in mainstream school.

This service ensures all pupils have access to a CAMHS clinician who require it or take it up and ensures, where possible, pupils are reintegrated back into mainstream education. 100% of pupils who were reintegrated were eligible for FSM.

4. Attendance

Due to ongoing persistent low attendance in 2013/2014 NRC continues to commission an external consultant to support the NRC Education Welfare Officer and Deputy Headteachers / Heads of Centre to implement and evaluate the strategies used in improving NRC attendance. We need to engage them to attending, then provide interventions such as CAMHS support prior to increasing their attainment.

The recruitment of the NRC Education Welfare Officer (seconded from LBI EWO Service) since April 2014 has been the imbedding of Islington Council strategies and processes to challenge persistent absentees. Together with the external consultant, DH/HoC, Pastoral Care Coordinator the strategies have started to make an impact with attendance continuing to improve in 2014 / 2015.

Attendance at the PRU is affected by a variety of factors, including factors around parents and carers, making it difficult to compare alongside national attainment in attendance. Additionally, the relatively short periods some of the pupils are at the PRU do not give a representative year on year comparison. Importantly for us, given their deep-rooted educational difficulties, compounded in some cases by parental difficulties, the good proportions of pupils who improve their attendance at the PRU show our effectiveness. Overall, the majority of our pupils improve on their baseline attendance data.

Small numbers of children on roll means that statistically the attendance figure for the school is affected by a small number of persistent non-attenders.

We have an attendance lead, who is responsible for the monitoring of pupils' attendance and punctuality. The attendance lead rigorously works with parents when attendance shows signs of slipping. A strict policy is in place for raising attendance and NRC have their own EWO. We work very closely with an Attendance Consultant and they have helped inform our attendance action plan and review attendance progress. We meet regularly to discuss progress and to inform the development of the action plan.

We have weekly rewards for children who have 100% attendance each week and these children are highlighted in our celebration assemblies and on in display in the reception area.

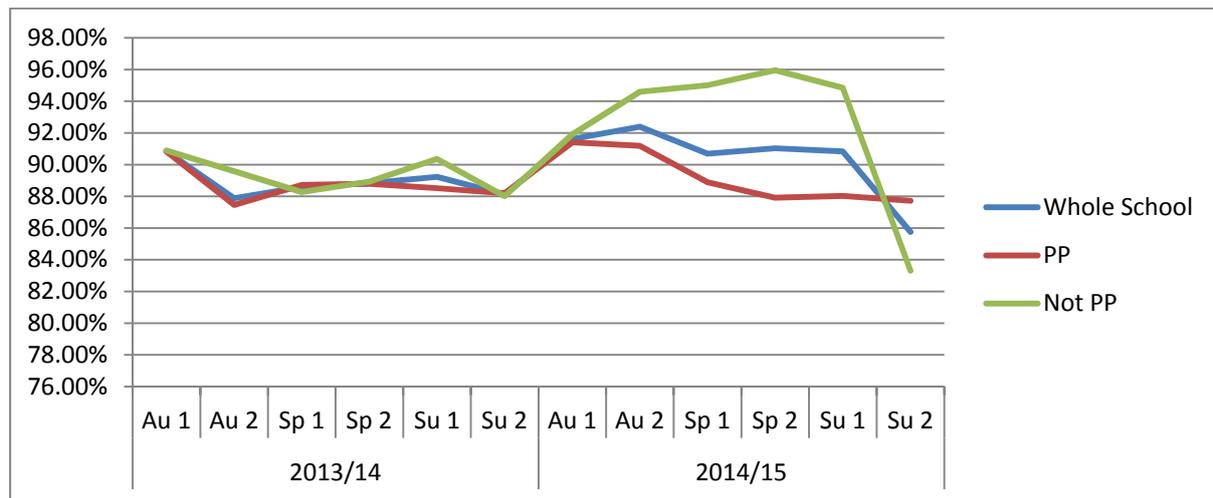
Pupils who are persistent non-attenders are referred to the EWO, and the TAS regularly discuss issues around absences from school, and work alongside the school to improve attendance.

Attendance has continued to rise at NRC Primary and over the last 3 years there has been a significant increase in attendance and the number of children on roll. Most children are improving on their on entry data and for some children this is a significant improvement.

One major contributable issue with the decrease to just under 90% in 2014 / 2015 was the move of the school site into temporary accommodation as of January 2015. This has meant the majority of NRC Primary pupils travelling further to and from school which is problematic for pupils with siblings who get dropped off first.

Before the relocation for pupils in receipt of pupil premium / FSM attendance was at 92% for Autumn term 2014/2015 with it falling to an average of just over 88% in Spring and Summer 2014/2015. This is in comparison to the whole schools average attendance of just over 90%.

The data below shows the actual pupil attendance from September 2013 to July 2015.



5. Attainment of pupils

NRC commissioned Numicon to train all teaching and non-teaching staff in the theory and practical use of Numicon as a strategy for improving pupils' numeracy and maths attainment. This was an Inset Day illustrating the commitment from staff and NRC to implementing the scheme.

The class resources packs were acquired and rolled out in NRC Primary with the data below illustrating the immediate impact.

Ongoing teacher and support staff support is provided by NRC SENCo on an ongoing basis.

On reviewing attainment data the progress of pupils eligible for pupil premium far exceeded pupils not eligible for pupil premium.

Numicon was introduced to support pupils with low attainment in maths and numeracy. This is seen from NRC Primary where this teaching method was introduced and implemented.

The data below demonstrates the progress set against national standards. Most pupils as they enter the PRU are working below the expected level for their age and have also demonstrated a reduced rate of academic achievement at their home schools.

- 71.5% of pupils made progress in maths as compared to 47% in 2013/2014 and 33% in 2012/2013
- 81.25% of pupils eligible for pupil premium made improvement in numeracy in 2014/2015 compared to 40% of pupils not in receipt of pupil premium or FSM.