

## **Pupil Premium Report 2014 - 2015**

### **New River College Secondary Pupil Referral Unit**

#### **1. Context**

New River College Secondary 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 119 pupils throughout 2014/2015. 55% of all pupils received the pupil premium as of the January Census 2014. Due to the numbers of pupils who are referred and the number of leavers throughout the year the number of pupils fluctuates with those on FSM included totalling 67, which equates to 56% of the pupils as compared to the national average of 14.6% and the Islington average of 43.9% (SFR06/2015: GCSE and equivalent attainment by pupil characteristics).

#### **Pupils with SEN**

100% of pupils have a SEN. Of these 6.25% of pupils have a statement, with the remaining 93.75% on SEN Support categorised as Social, Emotional and Mental Health. This is in comparison to the national average of 1.9% of secondary aged pupils with statement, and 17% with School Action and School Action + interventions now categorised as SEN Support (SFR06/2015: GCSE and equivalent attainment by pupil characteristics).

With regards to pupils eligible for Pupil Premium, 100% have a SEN with five pupils with a statement. Therefore over 70% of pupils with a statement are eligible for pupil premium.

#### **Gender**

25.2% of all pupils were female with 74.8% male. For pupils eligible for pupil premium / FSM 73.6% were male and 22.4% were female.

## **Reintegrated pupils**

A total of 9 (LR) pupils were reintegrated during 2014 / 2015 with 44.5% eligible for pupil premium or FSM. One pupil from the Golden Lane site was successfully reintegrated into a mainstream setting. This pupil was eligible for pupil premium.

## **Pupils known to the YOT**

A total of 14 (LR) plus 4 (GL) pupils were known to the YOT. The number of pupil premium pupils with YOT orders totalled 12 or 67% of the total.

## **Pupils with social care interventions**

32.7% of all pupils had various forms of involvement from Children's Social Care. There were seven Looked After Children on roll with two pupils eligible for Pupil Premium/FSM. In addition 21 pupils had Children in Need interventions with 81% eligible for Pupil Premium/FSM.

## **2. Identified Priorities in 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**

NRC Secondary is situated on two sites. The main site at Lough Road caters for KS3 and KS4 pupils, with the other site, temporarily situated at Golden Lane only catering for KS3 pupils with more complex needs. 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 4 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 young people 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 young people attending NRC Secondary. This varies for individual pupils and adapts to prioritise mental health difficulties experienced by young people 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.

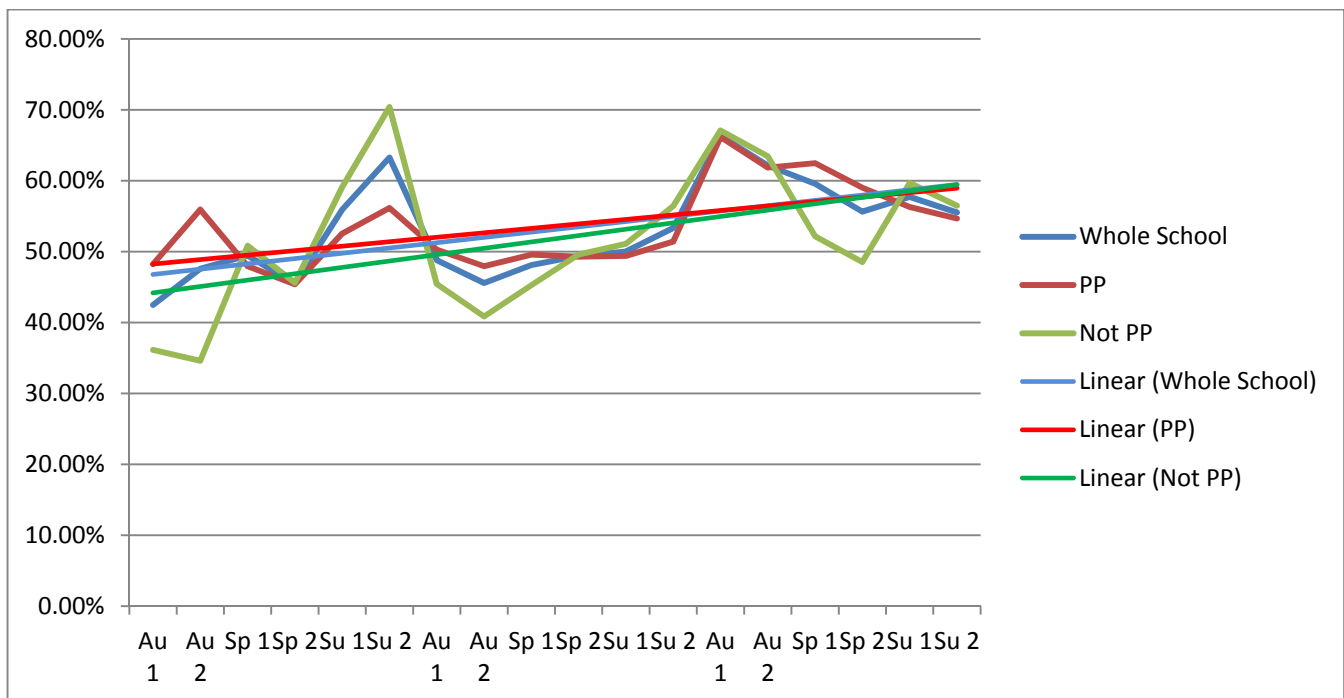
This service ensures all pupils have access to a CAMHS clinician who require it or take it up and ensures, where possible, pupils are reintegrated back into mainstream education.

#### 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.

The data below shows the actual pupil attendance from September 2012 to July 2015.



As can be seen the attendance in 2012 / 2013 as an average improved for the whole school cohort with the actual number of pupils on roll totalled 60. The pupil population almost doubled in 2013/2014 and is at the same level in 2014/2015. We continue to have a cohort of pupils who were referred for extremely low attendance. For several pupils we have had to provide home tuition and where there refusal to attend school continued they were placed on alternative provision with ongoing support from NRC.

As can be seen we have had the highest percentage rate of attendance for pupil premium pupils in 5 out of the 6 half terms in 2014 / 2015. The linear line continues to show an increase in attendance of pupils eligible for pupil premium. Pupil's eligible for pupil premium average attendance over the 2014 / 2015 academic year is greater than pupils not eligible for pupil premium.

## 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 Secondary 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 Secondary (Golden Lane) where this teaching method was introduced and implemented. The table below illustrates the improvement of pupil premium / FSM pupils over non pupil premium / FSM pupils.

	Average progress 2014-15 (sub-levels)	
	Maths	Science
PP	1.25	1.88
Non-PP	1.00	1.25

66.5% of pupils made progress in Maths and of these 4 of the 5 pupils to achieve progress of two or more sub levels were eligible for pupil premium/FSM.

This is mirrored in the Science attainment data where 83% made progress. 70% of those making progress were eligible for pupil premium/FSM.