

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 2013-14 our roll was as follows:

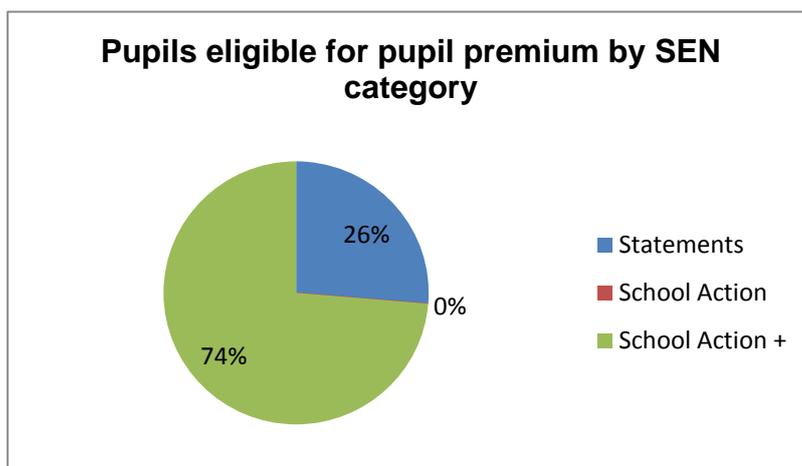
Pupil numbers

Pupils on roll totalled 19 pupils throughout 2013/2014. 58% 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 19, which equates to 100% of the pupils as compared to the national average of 17% and the Islington average of 44%.

Pupils with SEN

100% of pupils have a SEN. Of these 26% of pupils have a statement, with an additional 16% being supported by NRC Primary during the statutory assessment process. The remaining 74% of pupils are on School Action +. 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.

Pupils eligible for pupil premium by SEN category/intervention



Gender

5% of all pupils were female with 95% male. For pupils eligible for FSM 95% were male and 5% were female.

Reintegrated pupils

A total of 7 pupils were reintegrated during 2013 / 2014 with 100% being eligible for FSM. 37% of pupils were reintegrated as compared with 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 with 3 pupils on the CP register eligible for FSM.

2. Use of pupil premium 2013-14

Approach

Our pupil premium allocation for 2013-14 was £9,900 based on 11 pupils eligible for Pupil Premium as of January Census 2013 (£900 per pupil). New River College funded the following areas;

1. CAMHS – continue CAMHS sessions for most vulnerable pupils, following evidence of impact
2. Attendance – bring in a specialist to support raising attendance so that we can further contribute to raising rates of progress
3. Literacy – phonics training, resources and programmes to enable us to further close the attainment gap

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 low attendance in 2012/2013 NRC commissioned an external consultant to undertake an analysis of the structure and processes around what was implemented to improve attendance and to propose a strategy to improve attendance. We need to engage them to attending, then provide interventions such as CAMHS support prior to increasing their attainment.

This has been essential in identifying areas of strengths and weaknesses and developing processes and procedures to increase attendance for all pupils. One of the proposals was to recruit an Education Welfare Officer (EWO) to support this. They were recruited from April 2014. They are working with the consultant and the Pastoral Care Coordinator to implement strategies developed by the consultant.

Attendance has continued to rise at NRC Primary and over the last 2 years there has been a significant increase in attendance and the number of children on roll. Most children are improving on their entry data and for some children this is a significant improvement.

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.

Currently we are operating above the national average for special schools.

- 63% of pupils are achieved 90% and over attendance with 11% of pupils achieving 100% attendance.
- 68 % of pupils showed improved attendance as compared to their previous schools attendance figures.

5. Attainment of pupils

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.

This data masked a fuller picture. 5/19 pupils have been at the PRU for less than a term and in that time has made 1 sub-level progress in at least one key subject area. If this progress was to be extrapolated over the 3 terms of typical school year then progress for those individuals would well exceed the national expectation of 2 sub-levels progress in a year.

- 68% of pupils made progress in reading as compared to 40% in 2012/2013
- 63% of pupils made progress in writing as compared to 47% in 2012/2013
- 47% of pupils made progress in maths as compared to 33% in 2012/2013

6. Case study

Pupil A

Pupil Premium: Yes

Reason for referral

Pupil A was permanently excluded and joined NRC Primary PRU in May 2013. They were permanently excluded because they were: 'unable to manage their own behaviour even with adult support....and is increasingly abusive to adults and children including targeted, un-provoked bullying'. In addition to challenging behaviour Pupil A was experiencing grave difficulties accessing their learning. Pupil A's family were not currently working with CSC, but were known to them.

On entry data

When Pupil A arrived at NRC they were in year 4. Pupil A attendance was a cause for concern, due to fixed term exclusions and days off. Pupil A had missed a total of 57 sessions out of a possible 212. Pupil A had not made any significant progress over the course of the academic year.

They were managing very little positive social time with their peers and were finding it difficult to engage in school life.

	June 2013
Reading	3C
Writing	3C
Maths	3C
Science	3C
Attendance	71.5%

Interventions

Pupil A had been in a class with reduced numbers and has had intensive support from Class Teacher and TA's.

Pupil A had access to a Learning Mentor and they worked on the things they find difficult at school, expressing their emotions and ability to talk through their problems.

Pupil A was taught by a Challenging Behaviour Consultant 2 days a week for most of this academic term.

Pupil A had access to 1:1 support if needed, but worked very hard on working with reduced support. The Primary PRU lays heavy emphasis on teaching all its pupils the skills to build and sustain relationships with peers and adults and Pupil A showed a good understanding in these areas and developed lasting and significant relationships.

Throughout the school day there are numerous opportunities to reflect on behaviour and to communicate difficulties and strengths. Pupil A responded extremely well to assessing their own behaviour and setting own targets.

PSHE and Circle Time are key elements to the PRU school day and these have been positive experiences for Pupil A.

Pupil A has daily Speech and Language input which is taught through a whole class intervention called Talk Time. This is a 20 minute session designed to improve children's vocabulary, inference, develop sustained retention skills, sentence building and collaboration with peers and turn taking skills.

Pupil A was brought up at a Whole School Focus and their needs were discussed with the CAMHS team. CAMHS had been offered and mum chose not to engage.

IFIT was also offered to mum and again mum chose not to engage.

Pupil A took part in 'Sensory Time' everyday, which is 15 minutes directed time to address sensory needs and sensory diets.

Pupil A had access to visual aids to support understanding during lessons and behaviour reflections, this also includes a whole class visual timetable.

Exit data

Pupil A was brought to PSEB under the fair access agreement made with Islington Schools due to significant improvements in his behaviour and readiness to learn. A suitable school was identified and transition to this school started in the Summer 2014.

Pupil A's levels on leaving were:

	June 2013	June 2014	Progress made
Reading	3C	4B	1.5
Writing	3C	3B	0.5
Maths	3C	3A	1
Science	3C	3C	0
Attendance	71.5%	90.2%	Increase of 18.7%

Current status

Pupil A successfully transitioned to mainstream school at the beginning of Year 6 and is currently doing very well. They are working hard for their SATS and has shown progress in relationship building and academically. Pupil A has a place in a local Secondary and is due to start in September.