New River College

Pupil Premium Report 2013-14

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.
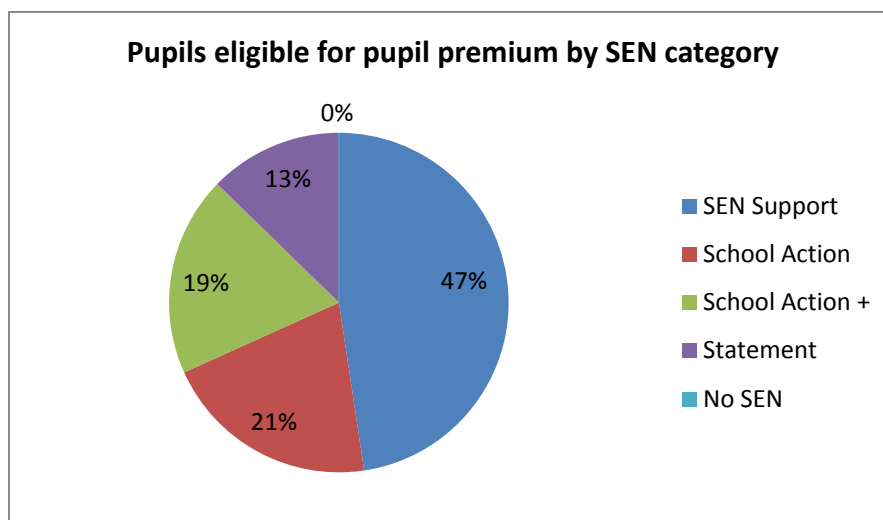
During 2013-14 our roll was as follows:

Pupil numbers

Pupils on roll totalled 115 pupils throughout 2013/2014. 55% 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 70, which equates to 61% of the pupils as compared to the national average of 14.6% and the Islington average of 43.9%.

Pupils with SEN

97% of pupils have a SEN. Of these 9% of pupils have a statement, with 16% on School Action + and 23% on School Action. 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.   The chart below shows the make-up of

Pupils eligible for pupil premium by SEN category

- SEN Support — 47%
- School Action — 21%
- School Action + — 19%
- Statement — 13%
- No SEN — 0%

Pupils eligible for pupil premium by SEN category/intervention.

With regards to pupils eligible for FSM, 100% have a SEN. 70% of pupils with a statement are eligible for FSM, 67% have School Action + and 58% have School Action interventions

Gender

27% of all pupils were female with 73% male.   For pupils eligible for FSM 81% were male and 19% were female.

Reintegrated pupils

A total of 19 pupils were reintegrated during 2013 / 2014 with 53% being eligible for FSM.   More pupils with pupil premium were successfully reintegrated back into mainstream education than non-pupil premium pupils.

Pupils known to the YOT

A total of 26 pupils were known to the YOT. The number of pupil premium with YOT orders totalled 14 or 61% of the total.

Pupils with social care interventions

There were 8 Children Looked After on roll with 4 pupils eligible for FSM. In addition 23 pupils had Children in Need interventions with 78% eligible for FSM.

Use of pupil premium 2013-14

2.   Approach

Our pupil premium allocation for 2013-14 was £60,300 based on 67 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

NRC Secondary is situated on two sites. The main site at Lough Road caters for KS3 and KS4 pupils, with the other site at Elthorne Road 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.
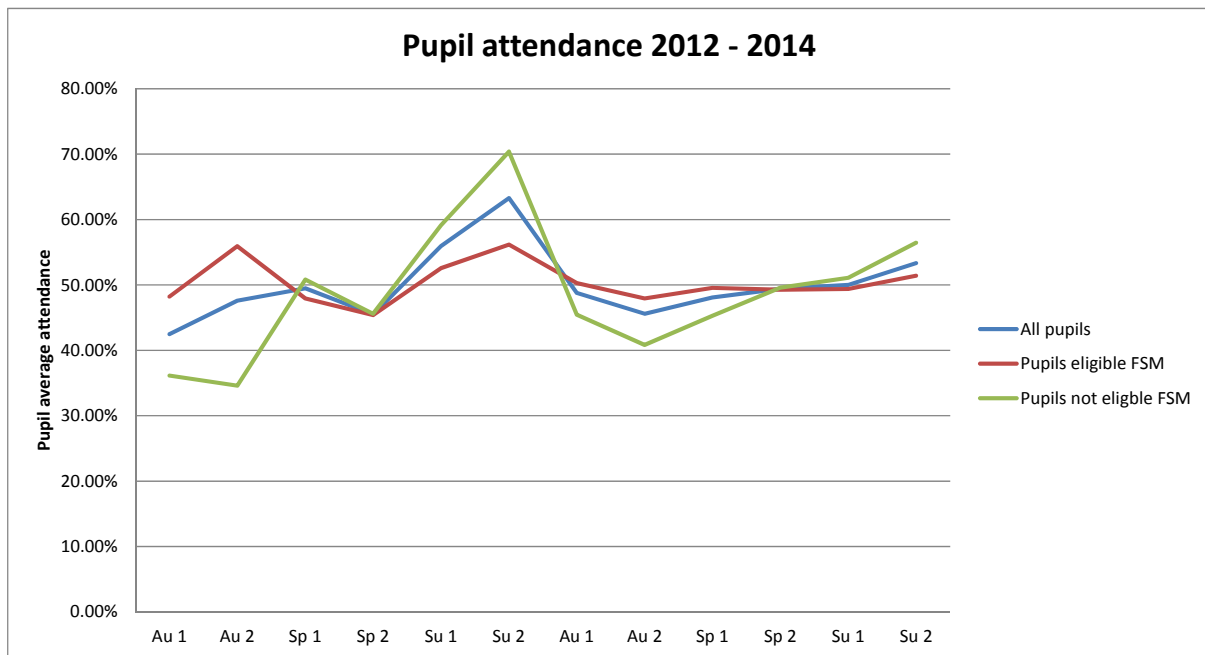
This service ensures all pupils have access to a CAMHS clinician who require it or take it up and ensures, where possible, pupils are reintegrated back into mainstream education. 53% of pupils who were reintegrated were eligible for FSM, slightly higher than the 47% which were not eligible on FSM.

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 proposed 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.

The graph below shows the average pupil attendance from September 2012 to July 2014.

Pupil attendance 2012 - 2014

Pupil average attendance

Legend:
- All pupils
- Pupils eligible FSM
- Pupils not eligble FSM

(X-axis: Au 1, Au 2, Sp 1, Sp 2, Su 1, Su 2, Au 1, Au 2, Sp 1, Sp 2, Su 1, Su 2)

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. The pupils on roll in 2013/2014 included a cohort who were referred to NRC with extremely low attendance.

5. Attainment of pupils

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

- 86% of pupils making progress in English receive Pupil Premium.
- 89% of pupils making progress in Maths receive Pupil Premium.
- 75% of pupils making progress in Science receive Pupil Premium.

Pupils Making Progress

Legend:
- Pupil Premium
- Not Pupil Premium

(X-axis: English, Maths, Science)
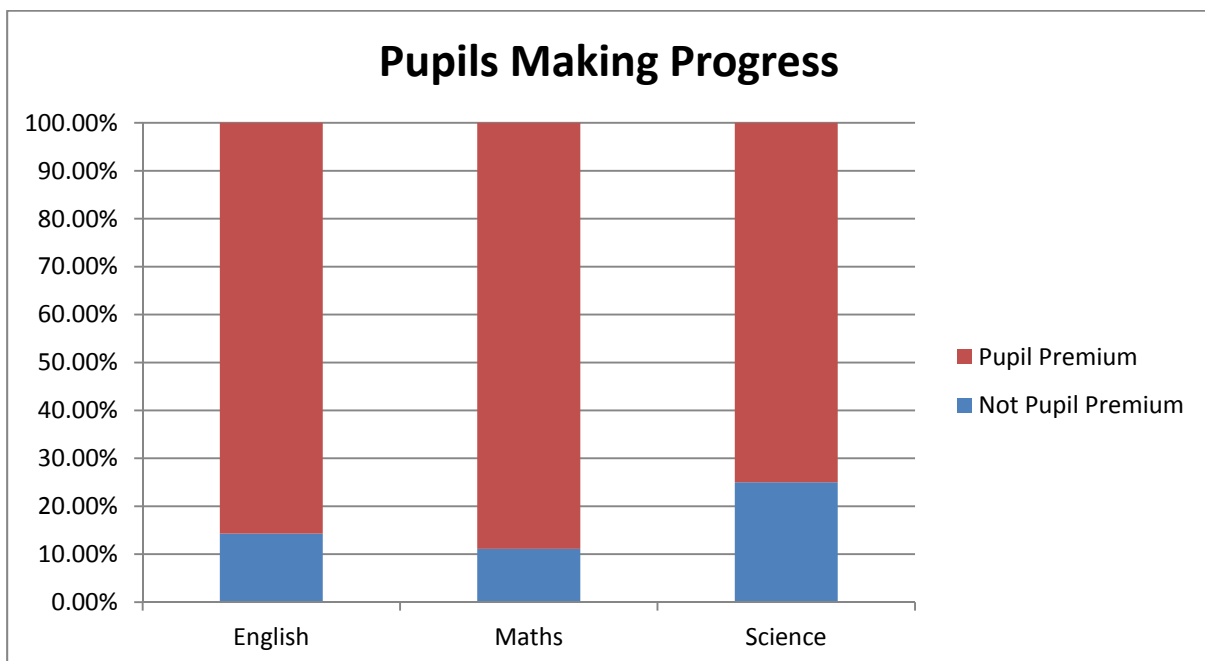
6. Case Studies

Case Study 1:

Student: Pupil A

Ethnicity: White English

Pupil Premium: Yes (Child Looked After)

Reason for referral
Pupil A arrived at New River College via a PRU-to-PRU transfer. Pupil A had been looked after outside of London, however, after several attempts to runaway back to London, was placed with her grandparents under the care of the local authority.

Previous to attending NRC, Pupil A was enrolled on and due to start a Hair and Beauty Course. On arrival to NRC, Pupil A was very anxious about attending school with a traditional set-up. Having been out of school for some time, Pupil A was concerned that they would not be able to access the curriculum and so was concerned that they would leave school without any qualifications.

On entry data
NRC Assessment
Pupil A arrived at NRC at the start of Year 11.
Reading age: 14yrs 6mths
NC Level for Writing: 3B
Qualifications previously achieved
Functional Skills Maths Entry Level 3 – Pass
Functional Skills English Entry Level 3 – Pass
Edexcel ICT Entry Level 3 – Pass

Intervention

CAMHS

Due to the impact their relationship with immediate family members was having on Pupil A's emotional stability and ability to focus in school, they were referred to CAMHS and chose to access this service via the NRC CAMHS clinician.

Virtual School

The Designated Teacher for Looked After Children worked with Pupil A's social worker and Virtual school staff to track their academic progress and plan for year12.

Pupil Premium

Pupil Premium allocated to Pupil A was used to fund CAMHS, attendance and an English tutor that would work with them at least once a week.

Literacy support

The literacy support was tailored at low level literacy, using the Read, Write, Inc scheme. For secondary this was tailored to providing one to one English tuition for targeted pupils as in case study Pupil A (below). They arrived at NRC with 3b for writing, predicting an E in their GCSE but with interventions they gained a C grade in English.

<u>Careers support</u>

- 6 Careers interviews: In these meetings with the Independent Careers Advisor, Pupil A explored what they would like to do post NRC. During this time Pupil A was supported with selecting courses with appropriate content and of an appropriate level for them
- Interview preparation: Pupil A was supported with college interview preparation. The NRC Careers Coordinator constructed mock interviews to help Pupil A practice and also accompanied them on their interviews
- Gained a First Aid qualification at NRC Secondary

Exit data

	English	**Maths**	**Science**	**Media**	**Art**
Predicted Grades	E	G	F	E	E
Actual Grades	C	F	E	E	D
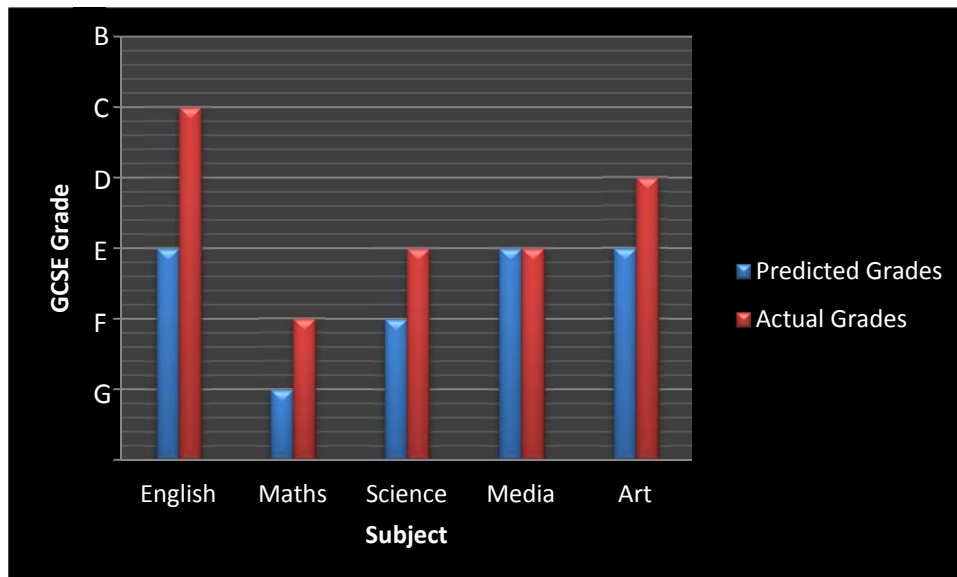
Current status

Pupil A is currently studying Health and Social Care (Level2) at College and also volunteers at NRC two days a week.

<u>Case Study 2</u>

Pupil B: Year 7

Statement which highlights the following:

- Language and communication difficulties.
- Literacy and numeracy difficulties.
- Approach to learning.
- Social interactions
- Emotional and behavioural.

Pupil B was assessed using 'Diagnostic Reading Analysis' on 4th November 2013

Initial assessment results:

- Reading age: 6.0
- Spelling age: 4.0
- Comprehension: Well below average.

Pupil B was time tabled to one to one sessions every day for a 40 minutes. They attended 85% of these sessions and were always keen to complete tasks set. Some of the sessions had to be slightly changed as Pupil B found it difficult to stay on task if they were having a difficult day.

Pupil B completed the following modules:

Module 3 - big Malc
Module 4 - Hay into the gold
Module 5 - Keeping a cat
Module 6 - Bill Bright's fishing trip
Module 7 - The yellow Light
Module 8 - Baboons on the lose

Pupil B also completed all of set 2 sounds. Each module included sounds from set 1.

When Pupil B started the programme they had very little confidence with their reading. Although Pupil B knew all their sounds (pure sounds) and graphemes they found it difficult to blend them. Over the first 3 months it was difficult to see that Pupil B was making sufficient progress as they were not transferring the skills into any other subject area.

Once Pupil B gained in confidence they were reading independently and breaking down unfamiliar words down into syllables and sounding them out into sounds i.e. /igh/ three letters one sound. Pupil B remembered the rules and applied them to their reading.

It was noted that they were reading in class independently and their confidence has grown.

Pupil B was also reading at home with their parents and would regularly take homework which related to the reading programme.

Pupil B was reassessed on 21/10/14

Reading age: 8.6 Years
Spelling assessment (Not completed)
Comprehension: Below average

Pupil B increased 2.8 years of reading in 2013/2014.