

Pupil premium strategy statement:

1. Summary information					
School	New River College Primary				
Academic Year	2016/17	Total PP budget	£17,160	Date of most recent PP Review	September 2016
Total number of pupils	16	Number of pupils eligible for PP	16	Date for next internal review of this strategy	September 2017

2. Current attainment		
Attainment for: 2015-2016 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	0%	n/a / %
% achieving expected standard or above in reading	0%	n/a / 66%
% achieving expected standard or above in writing	0%	n/a / 74%
% achieving expected standard or above in maths	0%	n/a / 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Increase progress in literacy skills for KS1 and KS2 due to pupil's progress starting much lower on entry level than the national average expectation due to Social, Emotional and Mental Health (SEMH) in home and schools which has caused trauma preventing them from making good progress at Y6.
B.	Ongoing Social, Emotional and Mental Health (SEMH) issues for KS1 and KS2 pupils are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates for students eligible for PP are 93%. This reduces their school hours and causes them to fall further behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to make progress to their targets at the end of academic year	All Students eligible for PP to make at least expected progress by the end of the year. This will be evidenced using teacher assessment.
B.	Reduction in behavioural issues of KS1 and KS2 pupils leading to less fixed term exclusions	Fewer behaviour incidents recorded for PP students on the school system (without changing recording practices or standards).
C.	Increased attendance rates for all pupils.	Reduce the number of persistent absentees (PA) among students eligible for PP to 5% or below. Overall attendance among students eligible for PP improves from 93% to 95% in line with 'other' students.
D.	To enhance chances for reintegration to mainstream or other suitable educational setting.	Number of PP Pupils successfully reintegrated

<p>B. Reduction in behavioural issues of KS1 and KS2 addressed.</p>	<p>Behaviour for learning weekly timetabled 1:1 / small group session for all pupils and staff.</p>	<p>Behaviour for learning emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum as indicated above. Behaviour for learning has implications for pupils, teachers, parents and other professionals. Its principles can be applied to all children at any age and not just those perceived as being “<i>difficult to manage</i>”. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.</p> <p>Elements of a Behaviour for Learning approach can be seen in a range of statutory and non-statutory guidance materials.</p> <p>Behaviour for Learning is a concept that has emerged from a review of <u>theories of effective behaviour management</u>. Teachers and LAs should recognise that a ‘Behaviour for Learning approach’ is fundamentally linked to a view that ‘behaviour’ in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil’s unwillingness to behave or learn as required by the teacher (an approach which has frequently been referred to as an ‘ecosystemic approach’).</p>	<p>HoC will monitor and evaluate progress of the Behaviour for Learning 1:1 / small group sessions.</p> <p>Behaviour improvements will be assessed and monitored via PIVATs assessment.</p> <p>Staff will be able to update and share ideas with all staff at weekly team meetings.</p> <p>Reduction in exclusions.</p> <p>Reward systems.</p>	<p>HoC</p>	<p>PIVOTs assessment (£308)</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Increased progress in literacy for KS1 and KS2 pupils eligible for PP.	Star Reading is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. The tests can be taken at any time throughout the year and as often as results are required.	Star Reading incorporates Core Progress™ learning progressions , an empirically validated description of how learning typically advances in reading. The learning progressions have been built for the new national curriculum in collaboration with the National Foundation for Educational Research (NFER).	Inclusion Team will receive training the trainer CPD. The Inclusion Team will train support staff to undertake an initial baseline assessment and regular termly assessments. Inclusion Team will monitor and evaluate implementation and progress of pupils reading.	Inclusion Manager	February 2017 (Total cost of Resources £255 / Staff Training)
A. Increased progress in literacy for KS1 and KS2 pupils eligible for PP.	CPD on using Lexia (Accelerated Reader) effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of reading, writing speaking and listening.	Components of reading, writing speaking and listening identified as areas of weakness by Ofsted Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	HoC / Inclusion Manager	March and June 2017 (Costs: Accelerated Reader: £450 plus 1 day cover for CPD x 3 teachers = £1,200, plus resources for students £300)

<p>B. Behavioural issues of KS1 and KS2 addressed.</p>	<p>CAMHS session with pupils on the school site. 1:1 targeted sessions.</p>	<p>On site therapeutic support for pupils to enable them to focus on improving their behavior and engaging in their learning.</p>	<p>CAMHS undertake robust evaluation of work with pupils. This is overseen by a senior CAMHS practitioner. Work is then shared and evaluated by the HoC. CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on day to day basis. Use of PIVATS assessments to record progress. Reduction in fixed term exclusions</p>	<p>HoC</p>	<p>Termly assessments. (Cost for Primary support £20,000)</p>
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A. Attendance –	Continue to commission an attendance consultant to work alongside the NRC EWO to support raising attendance so that we can further contribute to raising rates of progress	Attendance rates improved from 89.12% in 2014/15 to 93.11% for 2015/2016.	Ensure all absences are followed up by staff. Ensure regular meetings with HoC (aim for weekly to prevent any ongoing unauthorised absences).	(£2,000 for consultant and £5,000 for EWO)
3. Numeracy – Numicon training, resources and programs to enable us to further close the attainment gap	To improve the attainment of pupils in numeracy where they are starting at a lower than expected national average. To use Numicon to support progress in numeracy.	78.57% of pupils made expected progress in numeracy in 2015/2016 compared to only 45% of pupils making progress in 2014/2015.	To use better questioning and marking to support pupils progress.	(£885)
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
2. CAMHS – CAMHS sessions for most vulnerable pupils, following evidence of impact	<p>The service model and objectives: The specialist CAMHS input into NRC Primary 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.</p> <p>The CAMHS PRU team have been providing interventions to meet the various complex needs of the young people attending NRC Primary. 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.</p>	Fixed term exclusions reduced from 30 in 2014/2015 to 6 in 2015/2016	Due to a rigid engagement process it was seen as preventing all pupils receiving this type of therapeutic support. The Executive Head is to meet with the CAMHS Team, lead and negotiate a different SLA.	£20,000

7. Additional detail

