



Pupil Premium Report 2015 - 2016

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 2015-2016 our roll was as follows:

Pupil numbers

Pupils on roll totalled 107 pupils throughout 2015/2016. 50% of pupils received the pupil premium as of the January Census 2015. Due to the numbers of pupils who are referred and the number of leavers throughout the year the number of pupils fluctuates. The national average for pupils attending PRUS is 42.3%, with a national average for mainstream of 14.9% and Islington Schools 44.0%. From this New River College has a higher proportion of pupils on FSM compared to the national average of 14.6% and the Islington average of 43.9% (SFR16/2015:). New River College has a greater proportion of pupils on FSM than other PRUS and mainstream schools, indicating the level of deprivation.

Pupils with SEN

100% of pupils have a SEN. Of these 5.6% of pupils have a EHCP or statement, with the remaining 94.4% on SEN Support categorised as Social, Emotional and Mental Health. In addition NRC are preparing 9 additional pupils with EHCPs. Including these pupils NRC has 14% of pupils with a statement or EHCP or applying for a EHCP. This is in comparison to the national average of 1.8% of secondary aged pupils with statement nationally and 2.2% for Islington Schools. (SFR16/2015).

With regards to pupils eligible for Pupil Premium, 100% have a SEN with five pupils with a statement/EHCP. Therefore over 83% of pupils with a statement/EHCP are eligible for pupil premium.

Gender

31.1% of all pupils were female with 69.9% male. For pupils eligible for pupil premium / FSM 74.07% were male and 25.93% were female.

Reintegrated pupils

A total of 12 (LR) pupils were reintegrated during 2015 / 2016 with 33.3% eligible for pupil premium or FSM. 7.5% of pupils eligible for FSM were reintegrated as compared to 7.7% of other pupils.

Pupils known to the Youth Offending Service

A total of 17 (LR) pupils were known to the Youth Offending Service.

Pupils with social care interventions

45.9% of all pupils had various forms of involvement from Children's Social Care. 5.6% of pupils on roll were Children Looked After with 33% of CLA pupils 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 recruit a 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. 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.

[Who has been seen this year?](#)

The CAMHS PRU team have been providing interventions to meet the complex needs of the young people attending the PRU. The report on the next page details the numbers of each type of intervention each young person has received and the numbers of different types of service development interventions that have taken place this term. Please note that the time taken for each intervention is variable, CAMHS appointments are usually for an hour, supporting activity may take longer. Each child is also discussed at the daily briefing sessions and regular Team Around the School Meetings (see above) The report also provides information on the mental health difficulties experienced by young people at the PRU and complexity factors in their lives.

See attached case studies A and S

4. Attendance

Due to ongoing persistent low attendance in 2014/2015 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 from the end of September 2015 has been the imbedding of Islington Council strategies and processes to challenge persistent absentees. Due to the vacant post attendance has decreased by 1%. The CEWO has been outing in strategies, working with the DH/HoC and the Schools Safety Officer to increase attendance.

The national attendance rate for PRUS in 2014/2015 was 68.5%. NRC attendance rate for 2015/2016 was 63.66%.

The pupil population almost doubled in 2013/2014 and is at the same level in 2014/2015 and continues in 2015/2016. The key difference in 2015/2016 is that we had a greater number of pupils on roll from Spring Term. An additional 17% of pupils were on roll from Spring 1.

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 from the table below the gap between attendance for pupils on FSM is only 1.72%.

2015-16	Attendance	Authorised Absence	Unauthorised Absence	Late before reg	Late after reg
Eligible for FSM	63.11	20.50	16.40	8.58	3.89
Not Eligible for FSM	64.75	16.15	19.10	10.27	5.81
Whole School	63.66	19.03	17.31	9.15	4.54

Looking at our most disadvantaged pupils the attendance rate for pupils known to social care has increased from 32.14% to 58.38% and increase of over 43%.

The attendance rate of pupils not known to social care has decreased by 5%.

2013-14	Attendance	Authorised Absence	Unauthorised Absence	Late before reg	Late after reg
Known to CSC					
Unknown to CSC					
Whole School	65.75	16.00	18.25	11.21	4.39

2014-15	Attendance	Authorised Absence	Unauthorised Absence	Late before reg	Late after reg
Known to CSC	32.14	13.94	43.92	6.04	4.44
Unknown to CSC	71.04	11.42	11.16	13.20	5.29
Whole School	64.44	13.13	22.43	12.00	5.45

2015-16	Attendance	Authorised Absence	Unauthorised Absence	Late before reg	Late after reg
Known to CSC	58.38	22.84	18.78	6.76	3.35
Unknown to CSC	66.91	16.69	16.40	10.63	5.26
Whole School	63.66	19.03	17.31	9.15	4.54

3. Curriculum enrichment – continue enrichment activities, following evidence of impact

NRC continue to offer a range of enrichment activities as well as 1-1 boost sessions with a Teacher and Learning Assistants and AP sessions. Below is a list of examples

- 1) Stay on Track
- 2) Boxing Academy
- 3) Spanish Tuition
- 4) Childcare course (City and Islington College)
- 5) Work Experience opportunities
- 6) Theatre Trips
- 7) Thorpe Park
- 8) Zorb Football
- 9) Go Karting
- 10) Purchase of clothes and equipment

- 11) Reward vouchers
- 12) Reward trips to restaurant

Attainment of Pupil Premium Pupils

From the 15/16 data below pupils eligible for FSM are exceeding other pupils in making 2 sub levels progress in English. Over 56% of pupils eligible for FSM are making at least one sub level progress.

TOTAL		ENGLISH		MATHS		SCIENCE	
2 sub levels or above		9	40.91%	10	45.45%	9	40.91%
1 sub level		5	22.73%	4	18.18%	4	18.18%
No progress made		8	36.36%	8	36.36%	9	40.91%

FREE SCHOOL MEALS

Eligible		ENGLISH		MATHS		SCIENCE	
2 sub levels or above		7	43.75%	7	43.75%	6	37.50%
1 sub level		2	12.50%	2	12.50%	3	18.75%
No progress made		7	43.75%	7	43.75%	7	43.75%

Not Eligible		ENGLISH		MATHS		SCIENCE	
2 sub levels or above		2	33.33%	3	50.00%	3	50.00%
1 sub level		3	50.00%	2	33.33%	1	16.67%
No progress made		1	16.67%	1	16.67%	2	33.33%