

Secondary premium strategy statement

1. Summary information					
School	New River College (Secondary)				
Academic Year	2016/17	Total PP budget	£57,970	Date of most recent PP Review	Dec 2016
Total number of students	72	Number of students eligible for PP	A.62	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Students eligible for PP (<i>NRC</i>)	Students not eligible for PP (<i>national average</i>)
% achieving 5A* - C incl. English / Maths (2015/16 only)	0%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	0%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	0%	0.12
Attainment 8 score average (from 2016/17)	0%	52

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7
B.	High attaining students who are eligible for PP are making less progress than other high attaining students across Key Stage 3. This prevents sustained high achievement through KS4.
C	Behaviour issues for Year 10 students (mostly eligible for PP) 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>)	
D	Attendance rates for students eligible for PP are 63.11% (below the target for all children of 66.8%). This reduces their school hours and causes them to fall behind.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 students eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. [Other students still make at least expected progress]. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
B.	Improved rates of progress across KS3 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' students identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place Wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for PP students on the school system (without changing recording practices or standards).
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP. Overall attendance among students eligible for PP improves from 63.11% to 70% in line with 'other' students.

5. Planned expenditure					
Academic year		2016/17			
i. Quality of teaching for all (pedagogy)					
Desired outcome	Action/approach	Evidence / rationale for this approach?	How we will ensure this is implemented well	Lead	Review
A. Improved Year 7 literacy progress	CPD on using 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.	Head of English	March and June 17 (Costs: Accelerated reader: £450 plus 1 day cover for CPD £400?, plus resources for students £300)

<p>A. Improved Year 7 literacy progress</p> <p>B. Improved progress for high attaining students</p>	<p>Staff training on high quality feedback to be delivered by an experienced SLE.</p>	<p>We want to invest some of the PP in longer term change. Many evidence sources (including 'Visible Learning' (Johan Hattie) and the EEF Toolkit) confirm that high quality feedback is an effective way to improve attainment. This is an approach that we can embed across the school. An immediate focus will be on effective assessment of writing for purpose.</p>	<p>Training selected using evidence of effectiveness as discussed with SLE. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning. Lessons from training embedded in school marking/feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.</p>	<p>Deputy Head</p>	<p>Jan 17</p> <p>Cost of course: £2k</p>
Total budgeted cost					<p>£3K</p>
ii. Targeted support					
Desired outcome	Action/approach	Evidence / rationale for this approach?	How will you ensure it is implemented well?	Lead	Review
<p>A. Improved Year 7 literacy progress</p>	<p>Individual and small group provision of Read Write Inc 'Fresh Start' programme for targeted PP Y7 students with reading ages below 9yrs.</p>	<p>Some of the students need targeted literacy support to catch up. Read Write Inc 'Fresh Start' is an independently evaluated programme shown to be effective.</p> <p>Read Write Inc is already embedded at NRC primary.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult a local school which has used the programme to identify any potential barriers to good implementation. Data tracking of targeted students to show impact of the programme. Teaching Assistant CPD for TAs delivering the programme. SENCO to liaise with parents of targeted children</p>	<p>Inclusion Manager</p>	<p>Jun 17</p> <p>(Cost: Read Write Inc 'Fresh Start' plus training £2750)</p>

B. Improved progress for high attaining students	Weekly small group booster sessions in maths and English for high-attaining students with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.	Extra teaching time and preparation time paid for out of PP budget, (i.e. not sought on a voluntary basis). Engage with parents and students before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Mar 17 (Cost; 2x2hrs per week HOD sessions £20k)
Total budgeted cost					£22750K
iii. Other approaches (whole school strategies)					
Desired outcome	Action/approach	Evidence / rationale for this approach?	How will you ensure it is implemented well?	Lead	Review
D. Increased attendance rates	Consistent, persistent, insistent application of revised attendance strategy across the College, reinforced through classroom posters. SLE consultancy to support implementation. Additional support worker employed to follow up quickly on truancy. (?)	'Students can't learn if they are not in school'. NfER briefing for school leaders identifies addressing attendance as key.	Thorough briefing of all staff on attendance strategy. Brief support worker on existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support / mentoring to each PA student eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Pupil Premium Coordinator	Jan 17 Cost: support worker (£20K)

C. Problem behaviour in Year 10 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	Ensure identification of students is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Head of Year 10	Jun 17 Cost: CAMHS Staff to support the interventions £20k
Improve attainment of pupils with SEN who struggle in their writing	Provision of Chrome Books to support pupils who struggle with writing to complete learning within the class.	Students show an increased engagement in their learning and increase in attainment.	Ensure identification of students is fair, transparent and properly recorded.	Inclusion Manager	March / July 2017 Cost £2k
Total budgeted cost					£42,000

6. Review of previous year's expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum	Targeted additional support	<i>Mixed:</i> we measured impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Progress 8 data shows that PP students did not make expected progress.	Intervention needs to be more targeted and closer monitoring of individual student response is required. (see the NRC Secondary 2015 2016 PP Report)	£20k
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate)..	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the student. We will continue next year. (see the NRC Secondary 2015 2016 PP Report)	£20k
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
C. Problem behaviour addressed	Identify a targeted behaviour intervention for identified students to be delivered by CAMHS clinicians	See CAMHS Reports	Pupils require ongoing 1:1 support. We will continue this approach (see the NRC Secondary 2015 2016 PP Report)	£20,000

Improve attendance	To continue to commission a consultant to support the EWO and Pastoral Care Coordinator to develop effective strategies	A review of attendance to be undertaken in 2016/2017 as impact is not showing a significant increase in attendance rates	Pupils require improved pastoral care from all school staff. T&L to be reviewed as a challenge to engage pupils in lessons. Engaging and challenging lessons have improved attendance rates.	£20,000
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Notes:

Accelerated reader

Read Write Inc 'Fresh Start' programme

<http://www.ruthmiskin.com/en/resources/read-write-inc-fresh-start-find-out-more/>

Science

To date, there is limited synthesis of evidence on effective practice in science teaching. EEF have commissioned a review to identify the most promising approaches and programmes, with a particular focus on pupils from disadvantaged backgrounds. The final report is due in autumn 2016..

In the meantime, there are a number of teaching and learning strategies that can be effective in teaching a range of subjects, including science, particularly those that encourage learners to think about their own learning (e.g. meta-cognition, feedback and peer tutoring). 'Thinking, Doing, Talking Science' is a programme that aims to make science lessons more practical, creative and challenging by encouraging pupils to use higher order thinking skills in science lessons. The EEF is currently testing a more scalable model of this approach.

Improving Attendance for targeted students

We need to apply a range of strategies including attendance reward trips for targeted students for improved attendance, and a weekly raffle. (Students names put into a hat on each day they attended - at the end of each week names picked out the hat to win a weekly prize). Similarly with punctuality where students attended before 9:10am they can be rewarded with a punctuality prize



November 2016

